DOCUMENT RESUME

ED 237 869 CG 017 124

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TITLE Counselors and Testing: Academic Assessment. Searchlight Plus: Relevant Resources in High Interest Areas. 14+.
INSTITUTION ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY National Inst. of Education (ED), Washington, DC.
PUB DATE 83
CONTRACT 400-83-0014
NOTE 348p.; For the first volume, see ED 181 392.
AVAILABLE FROM ERIC/CAPS, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109-1259.
PUB TYPE Information Analyses - ERIC Information Analysis Products (071) -- Reference Materials - Bibliographies (131)

EDRS PRICE MF01/PC14 Plus Postage.
DESCRIPTORS Achievement Tests; Basic Skills; Criterion Referenced Tests; *Educational Assessment; Educational Testing; Elementary Secondary Education; Evaluation Criteria; Evaluation Methods; *Graduation Requirements; High Risk Students; Literature Reviews; *Minimum Competency Testing; *School Counselors; State Programs; Student Evaluation; *Testing Problems; *Testing Programs

ABSTRACT

This review of literature from the Educational Resources Information Center (ERIC) database is the second volume on the topic of testing and assessment for the counseling professional; the first volume was published in 1979. The sections on minimum competency tests identify issues of current interest, e.g., the basic issue of definition; the impact of the emphasis on behavioral objectives, observable performance, and empirically derived evaluative criteria; and the struggle of the profession to develop a conceptual framework and research base. The issues involved in using minimum competency test results to meet high school graduation requirements are presented in the second major section of the review. The tensions between educational and societal trends affecting the use of competency tests as a graduation requirement are reviewed in the context of differences between community and professional definitions of acceptable performance; the emphasis on test performance at the expense of other school objectives; and the moral, legal, and political issues of differential attainment of special students. The issue of early prediction of school failure and success is reviewed in a summary of articles reporting efforts in this area. Validity of screening systems, application and follow-up of approaches taken, and the role of counselors at the elementary or preschool level are discussed. Finally, a broad overview of current directions and applications in testing and assessment is provided. An annotated bibliography of ERIC references completes the volume. (JAC)

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searchlight

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plus

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This publication was prepared with funding from the National Institute of Education, U.S. Department of Education under contract no. 400-83-0014. The opinions expressed in this report do not necessarily reflect the positions or policies of NIE or the Department of Education.

ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE
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Ann Arbor, Michigan 48109
Published by ERIC/CAPS

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AN INFORMATION ANALYSIS PAPER
Based on a computer search of the ERIC database
November 1966 through February 1983

ERIC COUNSELING AND PERSONNEL SERVICES CLEARINGHOUSE
1983

INTRODUCTORY NOTE

First there was the **Searchlight** series--computer searches with abstracts of the ERIC database on topics of major interest and importance to ERIC/CAPS users and helping professionals in the field. Then came the **Searchlight Plus** series, computer searches of the topics in most demand PLUS in-depth analyses of the documents in the search. The opening narrative in each **Searchlight Plus** highlights certain documents, identifies major issues and trends, describes the historical background and existing programs, and points out the implications of the information for the work of human services professionals. For those who need succinct, timely, and practical information but lack the time to examine the total collection of data, the **Searchlight Plus** is the "perfect package." For a complete list of current topics, please contact the ERIC/CAPS Publications Department.

COUNSELORS AND TESTING: ACADEMIC ASSESSMENT

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INTRODUCTION

This Searchlight Plus is the second volume to address the topic of testing and assessment for the counseling professional; the first volume was published in 1979 (ED 181 392). The review focuses on the articles on counselors and testing added to the ERIC system since January, 1979, and particularly on academic assessment issues. Parenthetical references throughout this review are to ED numbers (ERIC documents abstracted in Resources in Education, RIE) and EJ numbers (journal articles abstracted in Current Index to Journals in Education, CIJE). The complete computer search with abstracts appears at the end of the paper.

TRENDS AND ISSUES: A SUMMARY

Major topics in 1979 included testing of special groups, cultural differences in testing, sex bias, student rights, test anxiety, test validity, and test score interpretation. An examination of studies conducted since then suggests that technical issues such as test validity and score interpretation remain of interest to researchers and practitioners,

but there has been a shift in the social issues now being addressed. Specifically, while testing research in the 1960s and 1970s often focused on questions such as equal rights and test bias, much of the emphasis recently has been on academic assessment issues such as minimum competency testing, the use of test results as a high school graduation requirement, and the development of state-wide or city-wide assessment programs--responses to the increased concern for educational accountability and other societal uses of test results. The shift in emphasis can be attributed to the basic skills movement, the increasing diversity of students, the influence of external forces on education, declining enrollments, and the fixed nature of the curriculum in secondary and higher education (EJ 216 417).

This volume of Searchlight Plus discusses the following recent developments in academic assessment of interest to counselors: (1) minimum competency testing, (2) the use of test results as a high school graduation requirement, (3) state-wide and city-wide assessment programs, and (4) the early prediction of school failure. The final section describes some significant recent publications that do not fit into these four categories.

MINIMUM COMPETENCY TESTING

The issue of minimum competency testing is important to counselors and other guidance professionals, as well as to the general public because of the expected uses and application of data derived from such procedures. Searches of the ERIC database yield at least 21 articles about minimum competency and criterion-referenced testing published since January, 1979 (EJ 272 089, EJ 270 267, EJ 241 061, EJ 220 817, EJ 204 423, EJ 198 771, ED 220 478, ED 207 988, ED 204 542, ED 204 411, ED 204 402, ED 204 368, ED 202 897, ED 201 380, ED 193 236, ED 188 443, ED 173 416, ED 171 723, ED 167 503, ED 164 577, ED 160 658). Readers interested in developments in minimum competency testing before 1979 should examine the annotated bibliography prepared by Jackson and Battiste (ED 167 503) which includes references to 131 articles on this topic published from 1976 through 1978. In addition, it should be noted that many of the 38 states with state assessment programs are using tests designed to measure student performance on behaviorally stated minimal competencies.

So what, then, is minimum competency testing? What impact will it have on the counseling process? What do counselors need to know about minimum competency tests and their application?

While no single definition of minimum competency testing is accepted in the profession, the phrase is used in this review to describe criterion-referenced mastery tests that measure achievement of the minimum level of acceptable performance established by experts in a field. The tests are "criterion-referenced mastery tests" because the scoring standards are based on clearly stated, empirically or intuitively derived, defensible criteria which define success (mastery) or failure (non-mastery). These standards should be determined by the requirements of the profession or job and should not be based on average performance or other normative criteria.

Like most "new" ideas in education, the concept of minimum competency testing has a long history (ED 212 157). The need for demonstrable minimum competency has long been accepted as an entrance requirement into professions such as medicine, law, accounting, and even teaching. (New York City used a test of teaching performance from the late 1930s until the mid-1960s. One part of that test required prospective teachers to present a mini-lesson to an examiner in a classroom setting.) However, one can only accept these tests as measures of "minimum competence" in the broadest sense. The tests were developed before the current emphasis on behavioral objectives, observable performance, and empirically derived evaluative criteria. They typically did not include objective measures of performance nor clearly stated, carefully conceptualized criteria for success. Lacking a conceptual framework and research basis, the early measures varied in emphasis, design and quality. More recent efforts described in the cited articles come much closer to reaching the ideal, at least in theory.

MINIMUM COMPETENCY TESTING AND THE GUIDANCE PROFESSIONAL

For all the recent emphasis on minimum competency testing, conceptual and theoretical articles included in the ERIC database suggest that progress needs to be made in the development and utilization of competency-based systems. For example, two articles (EJ 241 061 and ED 202 897) identify at least six problems which face educators attempting to implement minimum competency-based programs. These are as follows: (1) choosing appropriate competencies to measure (the issue of content validity); (2) acquiring or developing appropriate tests; (3) setting standards for mastery; (4) selecting suitable alternatives for students who do not pass the competency-based measures; (5) providing a variety of equally difficult measurement opportunities; and (6) relating the results of criterion-referenced measures to norm-referenced tests. (This would allow educators to compare the performance of students who took different minimum competency tests.)

In addition to these problems, the literature reflects lack of agreement on the use and interpretation of the results of minimum competency tests. One article (EJ 220 817) suggests that properly constructed minimum competency tests yield specific, non-comparative, easily interpreted data about the performance and capabilities of students/clients. The authors believe that competency-based tests provide data which counselors can use to promote client self-understanding. They suggest that counselors use minimum competency tests to help clients establish directions for development and a focus for efforts at self-improvement. They believe the results of these tests are easy for clients to understand and that the results can provide helpful insights into each client's specific strengths and weaknesses. Such an approach will help clients formulate directions for growth.

Other articles (EJ 272 089 and EJ 270 267) suggest that making judgments based on criterion-referenced tests is not as easy as it might appear. These articles raise technical questions which suggest that the results of these tests cannot be taken at face value--that decisions regarding student competence or incompetence are more difficult than the simple data reporting schemes associated with criterion-referenced measures would suggest.

Another question must be addressed when minimum competency tests are used to determine whether students are competent in a particular skill or subject area: How should one establish "passing" scores that will be reliable and valid indicators of student success? Several studies (most notably EJ 272 089, EJ 270 267, ED 220 478 and ED 204 402) describe efforts to establish meaningful passing scores and the problems involved in setting these criteria. At least one article (EJ 272 089) suggests that no single formula exists for determining meaningful passing criteria. The author notes that the nature of the decision being made and the circumstances related to it are important considerations when setting standards. That is, different standards must be set for minimum competency tests for airline pilots and auto mechanics.

Despite their shortcomings, competency tests are useful to guidance professionals. While the typical competency test may be technically inadequate to allow its use as a diagnostic instrument, creative counselors find constructive applications for these measures. Three examples of potential uses might prove helpful:

1. While a traditional norm-referenced reading test will allow counselors to compare a child's performance to others at his or her grade level, a well constructed competency measure often provides more detailed insights into a child's reading skills (e.g., the ability to differentiate final consonant sounds like "cat" and "cap"). Since some school districts and states are using competency tests in their assessment programs, it is often possible to obtain copies of a child's results on these tests. These results should help the counselor both in responding to the instructional needs of children and in selecting more appropriate diagnostic measures.

2. Competency tests can be used by counselors working in the areas of career exploration and occupational awareness. Counselors in these areas might want to examine competency tests that are beginning to find acceptance in different trades; these tests provide insights into the type and level of skills required in different occupations. Information about some of these tests and sample items are available from the National Occupational Competency Testing Institute (45 Colvin Avenue, Albany, New York 12206, (518) 482-8864), from trade unions and trade associations, and from instructors teaching these trades. Counselors could contact their peers and instructors at local community colleges for more information about these measures.

3. Counselors can use the results of competency tests as a "draw" to bring clients into the counseling environment. A recent study of college freshmen suggests that students who are encouraged to come to a counseling office for information about test performance are more likely to seek other forms of help from that office (EJ 220 906). If that finding can be generalized to other populations, sharing competency test scores in the counselor's office might provide students with a non-threatening introduction to available counseling services.

Despite its long history, it is clear that the competency testing movement, including applied performance testing, is in its infancy. As is true of other emerging techniques, creative counselors will watch this area and adapt new developments to their own needs.

USING MINIMUM COMPETENCY TEST RESULTS AS A HIGH SCHOOL GRADUATION REQUIREMENT[1]

At last count, 15 of the 38 states with educational assessment programs plan to require a satisfactory score on a minimum competency test as a high school graduation requirement. Given the importance of high school graduation and the controversial nature of any testing program, it is not surprising that the use of minimum competency tests has become an emotionally charged topic. Counselors, particularly those in the public schools, need to be prepared to answer many questions and concerns about this issue.

Testing as a high school graduation requirement appears to be an outgrowth of several educational and societal trends. These include the following: (1) the demand for increased educational accountability; (2) interest in adult literacy; (3) the "back-to-basics" movement; (4) concern about declining standardized test scores; and (5) the recognized need for technical competence for those entering the job market.

[1]The authors wish to thank Wendy Davis Kennedy, a graduate student at Eastern Michigan University, who wrote the first draft of this section of the review.

Of course, the use of competency tests as a graduation requirement raises important questions. First, any competency-based program must respond to the questions raised earlier in the section of this review on "Minimum Competency Testing and the Guidance Professional." For example, the issue of content validity, which is central to any use of competency tests, becomes vital when one requires students to pass these tests as a prerequisite to graduating from high school (EJ 171 396). The adequacy of the content validity of these tests remains in doubt. While one investigator reports a minimal relationship between some standardized, norm-referenced tests and the school curriculum (EJ 143 398), an ERIC search failed to yield studies of the content validity of minimum competency measures used as a high school graduation requirement. However, it should be pointed out that many such programs are developed by a process designed to assure local content validity--e.g., with classroom teachers and other local professionals serving as the writers of the tests--a process developed to withstand the pressures of legal challenges. Unfortunately, descriptions of such efforts seldom get published in spite of their significant impact.

Another important issue is the difficulty of establishing reasonable passing scores for the tests. Each state and school district must identify the specific skills and minimum levels of performance that must be achieved before graduation. One article suggests that present efforts at establishing cut-off scores result in standards that are too low because the public opposes having large numbers of students fail to receive high school diplomas (ED 204 402). Another author suggests that many of the minimum competency tests have items one would expect to find at the sixth and seventh grade levels (EJ 220 379). In a comprehensive paper entitled "Measurement Concomitants of Competency-Oriented Instruction" (ED 202 897), one author notes that there are significant differences between professional and community definitions of the level of performance that represents satisfactory minimum competence. It is his position that the educational community must resolve these differences and reach an accommodation with public opinion. Until that resolution is achieved, counselors and other school personnel will be in the uncomfortable position of having to explain tests that maintain unrealistically low standards to the educational community, to students, and to the public.

The importance of high school graduation raises issues related to the use of tests beyond those that must be addressed for most other uses of competency-based tests. A major concern is the impact this testing requirement will have on schools, students, and society. For example, some educators believe that minimum competency testing will force schools to increase their focus on the performance of slow learners to emphasize the attainment of minimum skills. They fear this will result in a decline in performance expectations for average and gifted students. In addition, there is concern that using these tests will narrow the curriculum and discourage in-depth study of topics beyond the minimum requirements (ED 155 225). Critics of minimum competency testing cite the negative effects of the British Public Examination on education in that country. They claim that high schools in Great Britain focus so closely on these tests that other educational topics are routinely slighted (EJ 025 230).

The use of minimum competency tests as a high school graduation requirement raises an important moral, legal and political issue--the problem of differential attainment by different subgroups, whether from bias in the test or some other cause. It is generally accepted that race, native language, and family socioeconomic status affect test performance (ED 193 236, ED 142 619, ED 128 428). Requiring satisfactory scores on a minimum competency test leaves the profession open to the obvious criticism that accompanies use of any single test to decide whether students are qualified to graduate from high school. This criticism has already surfaced in states using these tests. Early studies in Florida and in other states suggest that a disproportionate number of minority students are failing these minimum competency tests and are not receiving diplomas. Undoubtedly, more court suits will be brought against states and school districts by students who do not receive diplomas because of low competency test scores.

One author (EJ 220 379) addresses this issue by pointing out that the denial of a high school diploma based on test scores not only stigmatizes and prejudices the future of young people, but also wastes public funds and human resources. The use of minimum competency tests may also encourage schools to emphasize testing children rather than teaching them.

Despite problems associated with using minimum competency tests as a graduation requirement, approximately 15 states now plan to require a minimum proficiency score for high school graduation. Studies are beginning to

emerge which describe the results of these testing programs, and the early studies yield mixed results. For example, a researcher found that the reading and mathematics achievement test scores of students in Austin, Texas, improved after the district required high school students to pass minimum competency tests before graduation (ED 173 416). These gains were attributed primarily to improvements in performance by lower achieving students, many of whom enrolled in special tutorial classes to help them meet the minimum competency standards.

On the other hand, a study conducted in Florida examined several cases in which students failed the minimum competency test. The author of this study criticized the testing program both for the way it was conducted by the state and for its impact on students who failed the measures (EJ 198 771).

It might be comforting for counseling professionals to note that the United States is not alone in wrestling with questions of minimum standards for high school graduation. While we are among the leading nations with an interest in criterion-referenced assessment for high school graduation, other countries use norm-referenced national assessment tests as a criterion for a diploma. For example, England and Germany use tests to assess performance when students leave grammar school (EJ 111 189), while Russia, France, Australia, Sri Lanka, Egypt, Swaziland, England, and a number of other countries use norm-referenced tests administered on a national scale to graduating secondary school students (EJ 225 691, EJ 219 021, EJ 218 473, EJ 185 000, EJ 184 998, EJ 151 892, EJ 128 777, EJ 124 898, EJ 111 189, EJ 095 112, EJ 025 230, ED 147 322, and ED 060 234).[2]

[2]The reader is probably aware that the United States also sponsors a national assessment program, but this program is different in design and intent from those used in these European, Asian and African countries. While these countries use tests to accredit high school graduates, the National Assessment of Education Progress (NAEP) in the United States is designed to inform citizens about the skills possessed by children and young adults in our society. Consequently, NAEP administers a series of objective-referenced measures to children at ages 9, 13, and 17 years and to young adults. The tests are not used to certify graduates nor to admit students to higher levels of study.

The ERIC system includes references to numerous articles by NAEP researchers or about the NAEP program; an informal search of the ERIC database conducted by these authors yielded 240 articles related to the national assessment program.

Using minimum competency tests for school graduation poses an important problem for special students, a group that has always been of concern to school counselors. Attempts to treat these individuals equitably in testing programs prove frustrating. Some states (for example, North Carolina) try to modify state assessment tests to make them more equitable for special students (ED 193 236). Some cities (Atlanta, for example) do not count the scores of handicapped children when aggregating test results (ED 221 592). However, these programs do not deal with competency requirements for graduation. One solution might be special diplomas or endorsements for these students, but that makes labelling of handicapped children all the more controversial. While some borderline handicapped students are able to leave their labels behind when they graduate, a "non-competency diploma" would follow them all their lives.

Those who recommend using minimum competency tests as a criterion for high school graduation have not yet addressed some other important questions. For example, what is the relationship between the proposed minimum competency tests and equivalency tests such as the G.E.D.? Will passing the G.E.D. qualify a student for a high school diploma in that state or school district? What about a student who fails the minimum competency test and then passes the G.E.D.? These are questions counselors are likely to be asked, but answers are not yet forthcoming from the literature.

It appears that recent proposals to require students to pass minimum competency tests to obtain high school diplomas are supported by political, societal and economic forces outside the educational community. Given the strength of this movement and societal concern about the poor performance of high school graduates, counselors are likely to see continued demands for the use of test scores as a criterion for graduation. The next few years should see a proliferation of studies examining the impact of this emerging policy. Until that time, counselors will have to live with society trying to use a simple concept to solve a complex problem.

RECENT DEVELOPMENTS IN STATE ASSESSMENT PROGRAMS

One outgrowth of the emphasis on educational accountability in the 1970s was a rapid expansion of state and district-level educational assessment programs. Given the wide variety of program structures, operations and goals, it is difficult to provide readers an overall picture of state assessment efforts throughout the country. Data from assessment programs can be helpful to counselors, but the nature of those data, as well as their availability and utility, differ from city to city and state to state. (Details about these programs can be found in the book, New Directions for Testing and Measurement: Testing in the States: Beyond Accountability, (1981), by D. Carlson, ed.)

Some assessment programs use norm-referenced achievement tests. For example, the city-wide assessment programs in Atlanta (ED 221 592 and ED 221 591) and Philadelphia (ED 208 052) use the California Achievement Tests, while the state assessment program in Iowa uses the Iowa Test of Educational Development (ED 218 331). Results reported in these articles indicate that regular administration of tests over time (1) produces improved test scores, (2) decreases the proportion of students scoring at chance levels, and (3) improves student motivation for taking tests if teachers have positive attitudes toward the tests. Moreover, teacher attitudes become increasingly positive with rapid communication of scores, help in the interpretation and use of scores, and knowledge of administrators' and counselors' use of scores.

Some states report the results of their criterion-referenced assessment program through the ERIC system. For example, a report from Wisconsin outlines that state's objectives and describes student performance on its criterion-referenced assessment tests in reading, mathematics, economic understanding, and writing (ED 207 988). Louisiana reports the results of its criterion-referenced assessment program which tests children's reading skills in the fourth, eighth and eleventh grades (ED 171 723). South Carolina reports experience with its Basic Skills Assessment Program, a criterion-referenced test designed to predict readiness for first grade (ED 201 380). Michigan reports on the development of objectives in the cognitive, affective and psychomotor domains for use in a kindergarten assessment program (ED 164 577). Finally, California reports that few high school students are taking advantage of a voluntary

early high school graduation program which uses the criterion-referenced California High School Proficiency Examination (ED 160 658).

Counselors are typically expected to answer many questions about testing programs and their application. Most cities and states with assessment systems have offices through which counselors and other school personnel can keep routinely well informed. Publications are also available that explain the intent, procedures, and results of the assessment program. Typically these publications are designed for a variety of audiences including teachers, administrators and parents. Those desiring more information about the assessment program in their state, city, or neighboring communities should also consider searching the ERIC system; many states and school districts disseminate information about their programs through ERIC media.[3]

EARLY PREDICTION OF SCHOOL FAILURE AND SUCCESS

Despite the emphasis on the counselor's role as diagnostician, there are not many ERIC articles related to counselor responsibilities for diagnosis and classification. Recent literature refers instead to the early prediction of school failure and success, particularly studies which attempt to identify "high risk" children before they enter first grade. This interest in early identification can be attributed, in part, to federal and state programs which require such identification. Since counselors commonly participate in the development of school district policies regarding promotion, retention, and related issues, the topic of early school screening merits further attention.

Some recent studies suggest that preschool screening can be used to identify high-risk children. For example, one study found a significant correlation between children identified as high-risk in kindergarten and student

[3]Readers not located near universities and large libraries can now search the ERIC and Psychological Abstracts databases using any popular microcomputer equipped with a "modem" for telecommunications with other computers. Costs are moderate on such services as the Knowledge Index and BRS After Dark, and operation is simple.

achievement in grade four (EJ 231 708). A second study concluded that scores on the "Early Detection Inventory" taken in kindergarten correlated highly with word recognition performance at the end of first grade (EJ 202 843).

Numerous publications describe specific screening procedures and make suggestions for schools interested in early identification of populations at risk. While school counselors are more often involved in establishing district policies related to screening than in the actual testing of elementary students, they need to know about the effectiveness of such programs to assist in a policy-making role. One article outlines the screening procedures used to identify high-risk children in the Quincy, Massachusetts, public schools and describes a follow-up study now in progress to assess the validity of the screening procedure (ED 221 274). A second article describes a teacher-designed early screening program and presents data about the success of the procedure (ED 187 427). The authors of this study report that nine of the 43 children participating in the program were identified as high-risk and referred for diagnosis. The diagnostic procedures confirmed the diagnosis for five of these nine students. The authors discuss the validity of the screening system and make suggestions to others interested in its implementation.

Not all researchers obtain the level of success reported in these two studies. For example, one article describes a comprehensive and time consuming preschool screening program used in a small, rural elementary school in New Hampshire. While the authors believe that the screening procedure helped legitimize the kindergarten program in the school and had other reported benefits, they do not claim that the procedure was successful in identifying high-risk children (ED 202 593).

Decisions about early identification and screening also involve the problem of instrumentation. What tests, rating scales and other instruments are useful in this process? The ERIC literature is replete with studies of the effectiveness of locally developed and nationally standardized instruments. Authors of articles are often willing to share their instruments, procedure descriptions, and handbooks with other professionals.

One study examined the validity of the Kindergarten Screening Inventory (KSI), an instrument developed by the Houston, Texas, public schools. This test includes measures of eye-hand coordination, language learning and gross motor skills, as well as vision and hearing items. The authors conclude that there is some evidence to support the content, criterion-related and construct validity of the KSI (ED 173 353).

The Maryland State Department of Education reported a longitudinal study of the validity of the Maryland Systematic Teacher Observation Instrument (MSTOI), a measure designed to identify kindergarten children with potential reading or other learning difficulties (ED 171 777). They conclude that the predictive validity of the MSTOI compared favorably with that of other available instruments.

Another author investigated the possible use of both teacher ratings and criterion-referenced achievement measures to replace intelligence tests used to identify high-risk children (EJ 253 425). He found the scores on these measures correlated with intelligence test scores. It is interesting to note that these measures were only slightly better predictors of intelligence test scores when they were administered at the end of the year compared to the same instruments used at the beginning of the year. That is, schools which administered these tests at the beginning of kindergarten obtained results that were almost as accurate as schools that waited until the end of the year to give the tests.

A few studies found inadequacies in published early identification instruments. For example, one study examined the test-retest reliability of the McCarthy Screening Test (MST) used with five- and six-year-olds tested early in the school year (EJ 249 695). The results suggest that the MST is not sufficiently reliable to be used alone to identify children with potential learning problems.

Another study found a low correlation between the scores obtained by high-risk children on the Slosson Intelligence Test (SIT) and their scores on the Wechsler Preschool and Primary Scale of Intelligence (WPPSI) (EJ 226 725). This author suggests that the predictive validity of the Slosson is too low to allow its use with this high-risk group.

Finally, one study examined the suitability of using different kindergarten assessment measures to identify high-risk Anglos, English-speaking Mexican Americans, and Mexican American Spanish speakers (EJ 231 712). Not surprisingly, the author found these measures were most predictive for the Anglo students, slightly less predictive for the English-speaking Mexican Americans, and unsuitable for use with Spanish speakers.

Other significant resources for screening instruments are the Mental Measurement Yearbook, which provides reviews of published tests; the ERIC Clearinghouse on Tests, Measurement, and Evaluation (Educational Testing Service, Princeton, NJ 08541), which publishes a series of test bibliographies; and relevant professional journals.

OTHER SIGNIFICANT ARTICLES IN THE BIBLIOGRAPHY

The ERIC bibliography that appears in this Searchlight Plus includes a number of significant publications that do not fit neatly into the categories addressed in this report. This section provides an opportunity to bring those noteworthy references to the reader's attention.

The March, 1982 edition of New Directions for Testing and Measurement includes two important articles on testing and guidance: "Tests and Guidance: What Students Need" by John Krumboltz (EJ 265 287) and "Tests and Guidance: Equity and Student Need" by William Mehrens (EJ 265 288). These articles discuss the integration of testing and learning as an urgent task for test developers, examiners and guidance specialists.

The April, 1982 edition of Measurement and Evaluation in Guidance is devoted to assessment and appraisal as they relate to counselors and other guidance professionals (EJ 264 039). It includes 16 articles which address areas of concern to counselors, such as "Persistent Issues in Counselor Assessment and Appraisal," "Career Guidance: Program Evaluation and Validity," "A Conceptual Framework for Continuous Assessment of Clients," "Preparation of Counselors for Assessment," and "Deriving Meaning From Standardized Tests and Nonbiased Assessment in Counseling."

Donald Biggs and Kevin Keller published a short but helpful article entitled "A Cognitive Approach to Using Tests in Counseling" in the May, 1982 edition of the Personnel and Guidance Journal (EJ 262 909). This brief article addresses the issues of orienting clients to the use of tests, client involvement in the testing process, and using test information to improve the quality of client thinking and problem solving.

The Northwest Regional Educational Laboratory is producing a series called Skills for Adult Guidance Educators (SAGE) and recently released the eleventh package in that series entitled "Selecting Assessment Instruments" (ED 192 141). The series outlines a process for developing and implementing unique counseling and guidance programs for different target populations, programs, and local conditions.

Finally, readers might wish to examine A Review of the Literature on Test Use prepared by the Center for the Study of Evaluation (ED 204 411). This document selectively reviews the testing literature with an emphasis on current testing practices, factors influencing the use of test results and costs associated with testing. The appropriate use of tests with individuals is also effectively addressed in a non-ERIC resource, Using Assessment Results in Career Counseling (1982), by V. G. Zunker.

SUMMARY

This Searchlight Plus updates the topic of testing and assessment for the counseling professional since publication of the initial volume in 1979. It reflects a shift in emphasis from that time and focuses on the following issues in academic assessment: minimum competency testing, tests used for high school graduation, area-wide assessment programs (city and state), early prediction of school failure and success, and accountability and societal uses of test results.

The sections on minimum competency tests identify issues of current interest, e.g., the basic issue of definition; the impact of the emphasis on behavioral objectives, observable performance, and empirically derived evaluative criteria; and the struggle of the profession to develop a conceptual framework and research base in this area. Counselors are cautioned that the articles, though describing situations that approach the ideal more closely than in the past, still leave room for interpretation and development--the minimum competency movement needs to be recognized for both its strengths and weaknesses. The citations in this review reflect current problems and provide examples of constructive applications.

The issues involved in using minimum competency test results to meet high school graduation requirements are presented in the second major section of the review. The tensions between educational and societal trends affecting the use of competency tests as a graduation requirement are reviewed in the context of unanswered questions and problems: the differences between community and professional definitions of acceptable levels of performance; the emphasis on test performance at the expense of other school objectives; and the moral, legal and political issues of differential attainment by different subgroups of the population, including special students. Counselors are cautioned that political, societal, and economic forces outside of education will continue to result in demands for the use of test scores as a criterion for graduation.

The issue of early prediction of school failure and success is reviewed in a summary of a series of articles reporting efforts in this area. Validity of screening systems, application and follow-up of approaches taken, and the role of counselors at the elementary or preschool level are discussed. Again, the need for members of the counseling profession to be aware of directions and problems associated with current pressures on schools is emphasized, accompanied with suggestions for utilizing resources.

Finally, a number of references which give a broad overview of current directions and applications in testing and assessment are discussed. The review outlines current trends in counseling and academic assessment by describing the context of movements, problems and issues associated with these movements, and practical approaches gleaned from the literature. This Searchlight Plus provides counseling professionals with information on resources that will facilitate their work as interpreters of and intervenors between educational practices and societal pressures on schools.

ADDITIONAL REFERENCES

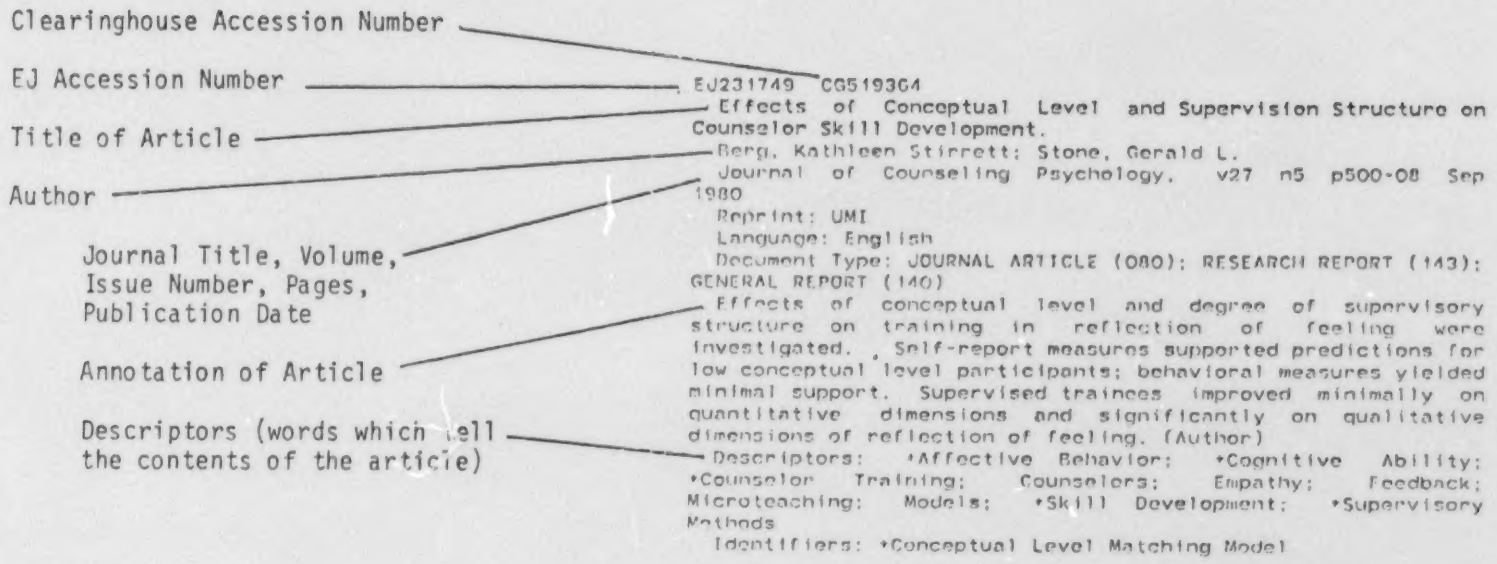
Buros, O. (Ed.). Mental measurement yearbook (1st-8th ed.). Highland Park, NJ: Gryphon Press, 1938-1978.

Carlson, D. (Ed.). New directions for testing and measurement: Testing in the states: Beyond accountability. San Francisco: Jossey-Bass, 1981.

Zunker, V. G. Using assessment results in career counseling. Monterey, CA: Brooks/Cole, 1982.

FORMAT OF

CURRENT INDEX TO JOURNALS IN EDUCATION (CIJE)


Clearinghouse Accession Number
EJ Accession Number
Title of Article
Author
Journal Title, Volume, Issue Number, Pages, Publication Date
Annotation of Article
Descriptors (words which tell the contents of the article)
EJ231749 CG519364
Effects of Conceptual Level and Supervision Structure on Counselor Skill Development.
Berg, Kathleen Stirrett; Stone, Gerald L.
Journal of Counseling Psychology. v27 n5 p500-08 Sep 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); GENERAL REPORT (140)
Effects of conceptual level and degree of supervisory structure on training in reflection of feeling were investigated. Self-report measures supported predictions for low conceptual level participants; behavioral measures yielded minimal support. Supervised trainees improved minimally on quantitative dimensions and significantly on qualitative dimensions of reflection of feeling. (Author)
Descriptors: *Affective Behavior; *Cognitive Ability; *Counselor Training; Counselors; Empathy; Feedback; Microteaching; Models; *Skill Development; *Supervisory Methods
Identifiers: *Conceptual Level Matching Model

JOURNAL ARTICLES ARE AVAILABLE ONLY IN THE JOURNALS CITED. THE ARTICLES ARE NOT ON MICROFICHE.

EJ272089 TM507562
The Validity of Categorized Proficiency Test Scores.
Behuniak, Peter, Jr.; And Others
Educational and Psychological Measurement, v42 n3 p869-76 Fall 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
The validity of using proficiency test scores to make specific educational decisions is addressed. Ninth grade mathematics proficiency test scores were analyzed in both continuous and categorized form. The nature of the decisions to be made was examined as a factor in determining the categorization technique. (Author/PN)
Descriptors: *Academic Standards; Classification; Competency Based Education; Cutting Scores; *Decision Making; Educational Planning; Grade 9; Quantitative Tests; Scores; *Secondary Education; *Standardized Tests; *Test Use; *Test Validity
Identifiers: Comprehensive Tests of Basic Skill

EJ270267 SE532204
Criterion-Referenced Tests in Science: An Investigation of Reliability, Validity, and Standards-Setting.
Lang, Harry G.
Journal of Research in Science Teaching, v19 n8 p665-74 Nov 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Reliability, validity, and standards-setting procedure for a criterion-referenced test (Test of Metric Skills) were examined for use in science curricula. Results indicate a number of factors influencing test reliability/validity and that science teachers need to be aware of these factors to enhance accuracy of their judgments. (Author/JN)
Descriptors: *College Science; *Criterion Referenced Tests; Higher Education; Science Education; Science Instruction; *Science Tests; *Secondary Education; Secondary School Science; *Test Reliability; *Test Validity
Identifiers: Science Education Research

EJ269149 SP512087
Otis-Lennon Mental Ability Test, Stanford Achievement Test, and Three Demographic Variables as Predictors of Achievement in Grades 2 and 4.
Antonak, Richard F.; And Others
Journal of Educational Research, v75 n6 p366-73 Jul-Aug 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
This study attempted to determine whether certain demographic factors, Intelligence Quotient tests, or achievement tests best predict achievement of second through fourth grade students. Findings suggest that the group mental ability test did not add to the knowledge gained from a comprehensive achievement testing program. (Authors/PP)
Descriptors: Achievement Tests; Educational Research; *Elementary Education; Grade 2; Grade 4; Intelligence Tests; Middle Class Students; *Predictive Measurement; *Predictor Variables; *Test Validity; *Testing Programs
Identifiers: *Otis Lennon Mental Ability Test; *Stanford Achievement Tests

EJ267089 EC142961
Shell Games.
Atkinson, Bill
Journal of Learning Disabilities, v15 n6 p373 Jun-Jul 1982
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); SERIAL (022)
The author critiques the program design and educational aspects of the Shell Games, a program developed by Apple Computer, Inc., which can be used by the teacher to design objective tests for adaptation to specific assessment needs. (For related articles, see EC 142 959-962.) (Author)
Descriptors: *Computer Assisted Testing; *Elementary Secondary Education; Microcomputers; *Programing; Test Construction
Identifiers: *Shell Games

EJ265288 TM506982
Tests and Guidance: Equity and Student Need.
Mehrens, William A.
New Directions for Testing and Measurement, n13 p25-31 Mar 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
The integration of testing and learning are discussed as urgent tasks for test developers, examiners, and guidance specialists. The implications of Edmonds' concept of educational equity (see TM 506 980) and Krumboltz's view of the role of testing in guidance (see TM 506 981) are analyzed. (CM)
Descriptors: *Educational Responsibility; *Educational Testing; *Guidance Programs; Standardized Tests; *Student Needs; *Test Use
Identifiers: *Equity (Education)

DIALOG INFORMATION SERVICES, INC.

EJ265287 TM506981
Tests and Guidance: What Students Need.
Krumboltz, John D.
New Directions for Testing and Measurement, n13 p13-24 Mar 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Innovations in testing and guidance which can integrate assessment to facilitate learning, help develop practical wisdom in behavior, and correct students' faulty cognitions in career decisions are described. (CM)
Descriptors: *Career Guidance; Educational Innovation; *Educational Testing; *Guidance Programs; Student Evaluation; *Test Use
Identifiers: *Career Decisions

EJ264039 CG522595
Assessment and Appraisal: Issues, Practices, and Programs.
Vacc, Nicholas A., Ed.; Bardon, Jack I., Ed.
Measurement and Evaluation in Guidance, v15 n1 p9-127 Apr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); GENERAL REPORT (140)
Contains 16 articles presenting issues and practices concerning assessment and appraisal as they relate to counselors. Addresses specific areas of concern to counselors and provides commentaries differing in style and emphasis. Includes discussions of issues and an integration of many practices and procedures. (RC)
Descriptors: *Counseling Services; Counselor Training; Data Collection; Decision Making; *Evaluation; Guidelines; Legislation; Models; School Counseling; State of the Art Reviews; Student Evaluation; *Test Interpretation; *Test Validity; *Testing
Identifiers: *Assessment

EJ262909 CG522511
A Cognitive Approach to Using Tests in Counseling.
Biggs, Donald A.; Keller, Kevin E.
Personnel and Guidance Journal, v60 n9 p528-32 May 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); GENERAL REPORT (140)
Discusses the use of tests in counseling with emphasis on three critical issues: (1) orientation of clients to the use of tests, (2) client involvement in the testing process, and (3) communication of test information to improve the quality of client thinking and problem solving. (Author)
Descriptors: Cognitive Processes; Computer Oriented Programs; *Counseling Services; *Counseling Techniques; *Counselor Client Relationship; Models; Problem Solving; Self Concept; Self Evaluation (Individuals); *Test Interpretation; *Testing

EJ262839 CG522441
Prekindergarten Screening: How Well Does It Predict Readiness for First Grade?
Gallerani, David; And Others
Psychology in the Schools, v19 n2 p175-82 Apr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examined construction of different predictive models for readiness for first grade, using data from prekindergarten screening. Found 45.6 percent to 75.9 percent of the children correctly classified. Results indicate that less emphasis should be given to collecting historical screening data and that many social/emotional problems may go undetected or be mislabeled. (Author)
Descriptors: Elementary Education; Grade 1; Handicap Identification; *Kindergarten Children; Predictive Validity; Predictor Variables; *Preschool Tests; *School Readiness Tests; *Screening Tests; Student Adjustment; *Student Evaluation

EJ262622 TM506887
Testwiseness as a Factor in Readiness Test Performance of Young Mexican-American Children.
Dreisbach, Melanie; Keogh, Barbara K.
Journal of Educational Psychology, v74 n2 p224-29 Apr 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
The effects of training in test-taking skills on the readiness test performance of young Spanish-speaking children from low socioeconomic backgrounds were assessed. Findings support the hypothesis that testwiseness is an important influence for such children and should be considered in assessment programs. (Author/AL)
Descriptors: *Economically Disadvantaged; *Kindergarten Children; Language Proficiency; *Mexican Americans; Primary Education; *School Readiness Tests; Spanish Speaking; *Test Coaching; *Test Wiseness; Testing Problems

DIALOG INFORMATION SERVICES, INC

EJ261666 EC142072
Use of Global Achievement Tests in the Schools.
Eaves, Ronald C.
Diagnostique, v7 n2 p67-75 Win 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Global achievement tests are best used for broad purposes (program evaluation) or purposes such as screening which will be followed up with more precise instruments. (SB)
Descriptors: *Achievement Tests; *Elementary Secondary Education; *Test Interpretation; *Test Selection; *Testing

EJ258483 SE530801
The Use of Standardized Achievement Test Batteries in the Evaluation of Curriculum Changes in Junior High School Earth Science.
Nimmer, Donald N.
Science Education, v66 n1 p45-48 Jan 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); RESEARCH REPORT (143)
Reviews the science portion of five standardized achievement test batteries, stating these tests are insensitive to the assessment of curriculum changes in earth science. Contends an accurate assessment of a curriculum's effectiveness is possible only through the use of evaluation techniques and instrumentation keyed to the curriculum's specific objectives. (PB)
Descriptors: Academic Achievement; *Achievement Tests; *Earth Science; Educational Research; *Elementary Secondary Education; *Evaluation; Junior High School Students; *Science Curriculum; Science Education; Secondary School Science; *Test Selection; Tests
Identifiers: *Science Education Research

EJ256570 EC140821
Administration and Socioeconomic Level Effects on Auditory Discrimination of Elementary School Children.
Kerr, Andrew S.; Meunier, Clement P.
Journal of Learning Disabilities, v14 n10 p591-93 Dec 1981
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
A 40-item speech/sound discrimination test was administered to 158 children (6 to 9 years old) to assess the effects of socioeconomic level and administrative mode, oral or tape, on auditory discrimination ability. Results indicated a model of administration effect, age effect, and an interaction between age and socioeconomic level. (Author)
Descriptors: *Auditory Discrimination; *Auditory Tests; *Elementary Education; Socioeconomic Influences; Testing

EJ256047 CG521826
Are Secondary Schools Still Using Standardized Tests?
Engen, Harold B.; And Others
Personnel and Guidance Journal, v60 n5 p287-90 Jan 1982
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Reports results of a 1979 national survey of test usage in grades 7-12. Results indicated schools continued to give tests and desired to do more testing, at least for career guidance, if funds were available. Found the Armed Services Vocational Aptitude Battery was the most popular career guidance test. (Author/JAC)
Descriptors: *Career Counseling; National Surveys; Psychometrics; School Counselors; School Funds; *Secondary Education; *Standardized Tests; *Test Use; *Testing Programs; Vocational Aptitude

EJ255975 CE511618
A National Field Test of Entrepreneurship Training Competencies.
Kaplan, Carol B.; Bortz, Richard F.
Journal of Career Education, v8 n2 p109-18 Dec 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); RESEARCH REPORT (143)
The authors suggest a structure for introducing entrepreneurship in junior high career education activities and extending these concepts in secondary vocational programs. Also presents results of field testing a series of 36 entrepreneurship training competencies for secondary vocational students. (CT)
Descriptors: *Career Education; Competency Based Education; *Field Tests; *Junior High School Students; Learning Modules; *Secondary Education; *Training Methods; *Vocational Education
Identifiers: American Institutes for Research; *Entrepreneurship

DIALOG INFORMATION SERVICES, INC.

EJ253425 CG521400
Investigation of Learning Measures as Screening Procedures with Kindergartners.
Bailey, Donald B., Jr.
Psychology in the Schools, v18 n4 p489-95 Oct 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Tested four repeated measures approaches to assessment for their relationship to intelligence test scores, teacher ratings, and two criterion-referenced measures. Tested (N=114) kindergarteners. Results showed last-day scores generally improved predictability over first-day scores, but this improvement was not statistically significant. (Author/JAC)
Descriptors: Academic Aptitude; Elementary Education; Followup Studies; *Kindergarten Children; Outcomes of Education; *Predictive Validity; Pretests Posttests; *Screening Tests; Student Development; *Student Evaluation; *Test Validity
Identifiers: *Repeated Testing

EJ249695 CG521099
The Test-Retest Reliability of the McCarthy Screening Test.
Umansky, Warren; And Others
Journal of Clinical Psychology, v37 n3 p650-54 Jul 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examined the test-retest reliability of the McCarthy Screening Test (MST) with five- and six-year-olds tested early in the school year. Those "at risk" on the first test were retested. Results suggest the MST is not stable enough to be used alone to identify children with potential learning problems. (Author)
Descriptors: Diagnostic Tests; *Educational Diagnosis; Elementary Education; Followup Studies; *Kindergarten Children; *Learning Problems; *Screening Tests; Student Evaluation; *Test Reliability
Identifiers: *McCarthy Screening Test

EJ241061 SE528859
Incorporating Competency-Based Education into Minimum Competency Testing Programs.
Jones, Edward Everett
School Science and Mathematics, v81 n2 p145-52 Feb 1981
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Some of the major concerns regarding competency-based education (CBE) and ways of dealing with them are discussed. CBE is viewed as an opportunity for educators to work for real improvement in the teaching and learning process. (MP)
Descriptors: Competence; *Competency Based Education; *Curriculum Development; *Elementary Secondary Education; Evaluation; *Minimum Competency Testing; *Political Issues; Program Development; *Social Problems

EJ235172 SE528472
Assessing Reading Skills in Science.
McWilliams, Lana; Rakes, Thomas A.
Science and Children, v18 n3 p21-22 Nov-Dec 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEST, QUESTIONNAIRE (160); TEACHING GUIDE (052)
Two techniques classroom teachers can use to screen students' ability to read and understand their text are described. The Cloze Placement Inventory and Group Reading Inventory are recommended for testing groups of students in various subjects in grades four through college. (Author/DS)
Descriptors: *Cloze Procedure; *Elementary School Science; *Elementary Secondary Education; *Group Testing; *Informal Reading Inventories; Language Skills; Language Tests; *Reading Skills; Reading Tests; Science Education; Teaching Methods
Identifiers: *Group Reading Inventories

EJ231712 CG519327
Predicting Academic Performance of Anglo and Mexican-American Kindergarten Children.
Gandara, Patricia; And Others
Psychology in the Schools, v17 n2 p174-77 Apr 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Kindergarten measures were significantly predictive of Anglo English speakers, somewhat less accurate for the Mexican American English-speaking group, and generally nonpredictive for Mexican American Spanish speakers. The tests were not language or culture specific. The importance of language as a factor in school screening is underscored. (Author)
Descriptors: *Academic Achievement; Cultural Differences; Elementary Education; Ethnicity; *Kindergarten Children; Language Role; *Mexican Americans; *Predictive Measurement; School Readiness Tests; *Screening Tests

DIALOG INFORMATION SERVICES, INC

EJ231708 CG519323
Identification of Educationally At-Risk Children During the Kindergarten Year: A Four-Year Follow-Up Study of Group Test Performance.
Book, Robert M.
Psychology in the Schools, v17 n2 p153-58 Apr 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Significant correlations were found between risk group designation and achievement performance. Findings support the predictive validity of screening procedures for group test performance through grade four. Sutdents perform consistently at the same level year to year in a regular class instructional program. (Author)
Descriptors: *Achievement; *Educational Diagnosis; Elementary Education; Followup Studies; Group Testing; *Kindergarten Children; *Predictive Measurement; *Screening Tests; Test Validity

EJ228896 SE527780
The Construct Validity of Some CSE Biology Examinations: The Evidence from Multitrait-Multimethod Matrices.
Hoste, Roland
Journal of Biological Education, v14 n1 p41-48 Mar 1980
Language: English
Document Type: JOURNAL ARTICLE (080)
Reports results of a study that examined (CSE) biology examinations to determine whether practical and theory examinations tested separate constructs. Multitrait-Multimeth-od matrices revealed evidence of convergent validity between two practical tests forming part of the same examination. Practical tests and written papers show very limited evidence of divergent validity. (Author/CS)
Descriptors: *Biology; Science Education; *Science Tests; *Secondary Education; Secondary School Science; *Test Reliability; *Test Validity

EJ226725 TM505313
An Investigation of the Predictive Validity of the Slosson Intelligence Test with Learning Disabled Kindergarten Children.
Baum, Dale D.
Educational and Psychological Measurement, v39 n4 p1067-72 Win 1979
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
The Slosson Intelligence Test (SIT) scoras of 98 high-risk kindergarten children were correlated with their scores on the Wechsler Preschool and Primary Scale of Intelligence (WPPSI). It was concluded that the predictive validity of the SIT was very low. (Author/CTM)
Descriptors: *Intelligence Tests; *Kindergarten Children; *Learning Disabilities; *Predictive Validity; Primary Education; *Screening Tests
Identifiers: *Slosson Intelligence Test; Wechsler Preschool Primary Scale of Intelligence

EJ226455 SE527588
Development and Pilot Testing of a Tool for Evaluating Printed Materials.
Anderson, Marcy Lynn Fallick; And Others
Journal of Nutrition Education, v12 n2 p50-54 Apr-Jun 1980
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
This article describes the development of a tool for evaluating printed nutrition materials on the basis of readability, stereotyping, use of instructional aids, format, and content. The tool is intended to evaluate prenatal nutrition materials for pregnant adolescents. (Author/SA)
Descriptors: Development; *Educational Media; *Evaluation; Instrumentation; Media Selection; *Nutrition; Nutrition Instruction; Pregnant Students; Readability; *Secondary Education; Stereotypes; *Testing

EJ226341 SE527445
CAPPS and Science: Diagnostic/Prescriptive Instruction.
Cotham, Joseph
Hoosier Science Teacher, v5 n4 p113-15 May 1980
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
A model is given of the Comprehensive Assessment and Program Planning System (CAPPS) in Indiana. The purpose of diagnostic/prescriptive teaching is discussed within the context of this model. (SA)
Descriptors: Academic Achievement; Academic Standards; *Competency Based Education; *Diagnostic Tests; Elementary School Science; *Elementary Secondary Education; *Models; Science Education; Science Tests; Secondary School Science; *Student Evaluation; Student Improvement

DIALOG INFORMATION SERVICES, INC.

EJ225691 HE512860
Literacy, Testing, and Core Curriculums in England.
Gerrard, Michael S.
College Board Review, n115 p24-27,36 Spr 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
The issues surrounding the age-old traditions of the English educational system and the new configurations of teaching and assessment that are emerging are described. A report ("A Language for Life"), prepared for the Department of Education and Science by a committee headed by Sir Alan Bullock, is summarized. (Author/MLW)
Descriptors: *Basic Skills; College School Cooperation; *Core Curriculum; Foreign Countries; General Education; Higher Education; *Literacy; Minimum Competency Testing; *Secondary Education; *Testing
Identifiers: *England

EJ223674 EC122751
Prescriptive Teaching from the DTLA.
Banas, Norma; Wills, I. H.
Academic Therapy, v14 n3 p363-68 Jan 1979
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
The article (Part 2 of a series) discusses the Auditory Attention Span for Unrelated Words and the Visual Attention Span for Objects subtests of the Detroit Tests of Learning Aptitude. Skills measured and related factors influencing performance are among aspects considered. Suggestions for remediating deficits and capitalizing on strengths are provided. (For related material, see EJ 192 488.) (PHR)
Descriptors: Aptitude Tests; *Attention Span; *Diagnostic Teaching; *Diagnostic Tests; *Elementary Secondary Education; Test Reviews
Identifiers: *Detroit Tests of Learning Aptitude

EJ223641 EC122471
Precision Teaching Screening.
Berard, Walter R.; Beck, Ray
Diagnostique, v4 n1 p21-25 Win-Spr 1979
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
The authors describe a precision teaching screening procedure used in a public school setting. Screening material is based upon the basic skills that were taught during the previous year and consists of one-minute performance samples taken on 10 consecutive school days. (Author)
Descriptors: Academic Achievement; *Achievement Tests; *Elementary Education; *Evaluation Methods; Mathematics; *Precision Teaching; Reading; *Screening Tests; Spelling

EJ222228 PS509368
The Validity of Form F of the Matching Familiar Figures Test with Kindergarten Children.
Margolis, Howard; And Others
Journal of Experimental Child Psychology, v29 n1 p12-22 Feb 1980
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Egeland and Weinberg's contention that form F of the Matching Familiar Figures Test (MFF) is inappropriate for kindergarten children is examined. Subjects were 85 kindergarten children. (MP)
Descriptors: *Conceptual Tempo; Early Childhood Education; *Hypothesis Testing; *Kindergarten Children; Suburban Schools; *Test Validity
Identifiers: Matching Familiar Figures Test; Task Performance

EJ222205 PS509345
Factors Affecting Hypothesis Testing in Kindergarten Children.
Spiker, Charles C.; Cantor, Joan H.
Journal of Experimental Child Psychology, v28 n2 p230-48 Oct 1979
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
This experiment is concerned with delineating various aspects of pretraining that contributed to the improved hypothesis-testing strategies of 150 kindergarten children. (MP)
Descriptors: Comparative Analysis; *Discrimination Learning; *Factor Analysis; *Hypothesis Testing; *Individual Differences; *Kindergarten Children; Preschool Education

DIALOG INFORMATION SERVICES, INC

EJ221246 CG518181
Emotional and Developmental Aspects of Human Figure Drawings in Predicting School Readiness.
Szasz, Charles W.; And Others
Journal of School Psychology, v18 n1 p67-73 Spr 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Combined use of Koppitz' developmental and emotional scores did not improve the prediction of school readiness from children's human figure drawings when compared with each measure separately. Nonreadiness predictions yielded by the developmental score, emotional score, and their combination were not better than chance predictions. (Author/BEF)
Descriptors: Emotional Development; *Kindergarten Children; Measurement Techniques; *Measures (Individuals); *Predictive Validity; *School Readiness; *Screening Tests
Identifiers: *Human Figure Drawing Test

EJ221189 CG518124
Testing: A Renewed Emphasis for Secondary Schools.
Studd, Dave
School Guidance Worker, v35 n4 p33-38 Mar 1980
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); GENERAL REPORT (140)
Guidance services must be concerned with helping students understand themselves and their environments. Testing cannot be an isolated strategy but a tool that is at the disposal of a counselor to help students cope with the decisions of each developmental stage. (Author)
Descriptors: *Career Counseling; *Counselor Role; *Educational Improvement; Foreign Countries; *Guidance; School Counselors; Secondary Education; *Testing Programs
Identifiers: *Canada

EJ221188 CG518123
A User's Guide to Vocational Interest Inventories.
Clemens, David B.
School Guidance Worker, v35 n4 p28-32 Mar 1980
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
The use of interest inventories with secondary school students is discussed. Brief descriptions of eight interest inventories are provided, focusing on target audience, administration requirements, interpretation, and strengths and weaknesses. (HLM)
Descriptors: *Career Counseling; Developmental Stages; Foreign Countries; *Interest Inventories; School Counselors; Secondary Education; *Student Development; *Testing; *Vocational Interests
Identifiers: *Canada

EJ220906 CG517841
The Relationship between a Freshmen Testing Program and Counseling Center Usage.
Hale, Benita L.; Tryon, Georgiana Shick
Journal of Counseling Psychology, v25 n5 p476-78 Sep 1978
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Evaluated college counseling center usage for students encouraged to return for feedback on freshmen tests. Students who initially approached the center to request feedback on tests were more likely to obtain counseling for nontest-related problems than students who never requested test results. More men requested feedback prior to requesting counseling. (Author/BEF)
Descriptors: *College Freshmen; Counseling Services; *Guidance Centers; *Psychological Needs; Sex Differences; Student Needs; *Testing Programs; Use Studies

EJ220817 CG517752
Opportunities for Counselors from the Competency Assessment Movement.
McClelland, David C.; Boyatzis, Richard E.
Personnel and Guidance Journal, v58 n5 p368-72 Jan 1980
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Innovations in testing emerging from the competency assessment movement offer counselors new capabilities in helping clients to understand aspects of themselves and their problems, as well as to establish directions for development and improvement efforts. (Author)
Descriptors: *Competence; *Counseling; Counselors; Individual Testing; *Job Analysis; Needs Assessment; Professional Development; *Psychological Testing

EJ 220 379 **UD 507 719**
Functional Literacy and/or Minimum Competency Testing in the Nation's Schools as a Prerequisite to Receiving a High School Diploma: Some Economic Implications. Lloyd, R. Grann *Negro Educational Review*, v31 n1 p3-16 Jan 1980
Descriptors: *Economic Factors; Educational Improvement; Elementary Secondary Education; *Functional Illiteracy; *Graduation Requirements; *High School Students; *Minimum Competency Testing; Unemployment
In addition to stigmatizing and prejudicing the future of young people, the denial of a high school diploma based on test scores represents a waste of public funds and human resources. In recent years, however, the educational system has been increasingly concerned with testing school children rather than teaching them. (Author/GC

EJ219021 AA530813
Public Examinations: Whatever Next?
Finch, Andrew
Forum for the Discussion of New Trends in Education, v21 n3 p105-08 Sum 1979
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
The author considers the prospects for a single unified system of examinations at 16-plus and the need to restructure the sixth form curriculum. (SJL)
Descriptors: *Curriculum Design; *Educational Change; Educational Needs; *High Schools; *National Competency Tests; Secondary Education; *Testing
Identifiers: CSE Examination; *England

EJ218473 SE526756
The Jones Report--Or the PEB Revisited.
Aston, Bob
SASTA Journal, n794 p10-12 Dec 1979
Available from: Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Focuses on the concept of matriculation and its necessity as put forth in the Report of the Committee of Enquiry in Year 12 Examinations in South Australia. (SA)
Descriptors: Administrators; *Admission (School); *Curriculum; Developed Nations; *Educational Certificates; Educational Innovation; Higher Education; *Secondary Education; *Student Evaluation; *Tests
Identifiers: *Australia

EJ216440 HE512403
Educational Measurement in a New Decade.
Anderson, Scarvia B.
Academe: Bulletin of the AAUP, v66 n1 p19-23 Feb 1980
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); CONFERENCE PAPER (150); POSITION PAPER (120)
Five characteristics of secondary and higher education affecting educational measurement in the future are discussed. The five are the basic skills movement, the increasing diversity of students, the influence of external forces on higher education, the trend toward declining enrollments, and the relatively fixed nature of curricula. (PHR)
Descriptors: Basic Skills; Curriculum Design; Declining Enrollment; *Educational Trends; Federal Regulation; Futures (of Society); *Higher Education; *Measurement; *Secondary Education; Student Characteristics; *Testing
Identifiers: Diversity

EJ216417 HE512368
Educational Measurement in a New Decade.
Anderson, Scarvia B.
College Board Review, n112 p20-23 Sum 1979
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Five concerns in secondary and higher education will have major implications for measurement in the future. They include: basic skills movement, the increasing diversity of students, the influence of external forces on higher education, the trend toward declining enrollments, and the fixed nature of curricula. (Author/MLW)
Descriptors: *Basic Skills; College Admission; College Entrance Examinations; Curriculum; Declining Enrollment; Federal Regulation; Futures (of Society); *Higher Education; *Measurement; Nontraditional Students; *Secondary Education; *Testing
Identifiers: Diversity

EJ211807 SP508987
Effects of Questions and Test-Like Events on Achievement and On-Task Behavior in a Classroom Concept Learning Presentation.
McKenzie, Gary R.
Journal of Educational Research, v72 n6 p348-51 Jul-Aug 1979
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Having all students in a group respond to every question, rather than addressing questions to one student at a time, resulted in better behavior and content achievement among third graders. (Editor)
Descriptors: *Academic Achievement; *Elementary Education; *Group Testing; Speech Communication; *Student Attitudes; *Student Behavior; Testing

DIALOG INFORMATION SERVICES, INC

EJ211802 SP508982
Matching and Multiple-Choice Cloze Tests.
Baldauf, Richard B., Jr.; Propst, Ivan K., Jr.
Journal of Educational Research, v72 n6 p321-26 Jul-Aug 1979
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Four variations of the cloze procedure were tested. It was concluded that the matching procedure is best suited for testing English-as-a-second-language students at the elementary level. (Editor)
Descriptors: Bilingualism; *Cloze Procedure; *Elementary Education; *English (Second Language); *Reading Ability; Reading Instruction; *Testing

EJ208753 SP509847
High Blood Pressure (Hypertension) and the School-Age Child.
Weidman, William H.
Journal of School Health, v49 n4 p213-14 Apr 1979
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
A program in the schools for screening children suffering from hypertension is described. (JMF)
Descriptors: *Children; *Elementary Education; Health Facilities; *Health Programs; *Heart Disorders; *Hypertension; Program Descriptions; School Health Services; *Schools; *Screening Tests

EJ207029 SE525572
Objective Measurement in Education: The Rasch Model.
Preece, P. F. W.
School Science Review, v60 n213 p770-73 Jun 1979
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
Outlines some recent developments in test-item analysis which are based upon a model of educational measurement developed by the Danish mathematician Georg Rasch. Illustrations of how science teachers in the United Kingdom can use the Rasch model are also included. (HM)
Descriptors: Academic Achievement; Cognitive Measurement; *Elementary Secondary Education; *Evaluation Methods; *Item Analysis; Measurement; *Measurement Techniques; Models; Physical Sciences; Science Education; Science Instruction; *Science Tests; Testing
Identifiers: *United Kingdom

EJ204423 CS708485
Formal and Informal Means of Assessing the Communicative Competence of Kindergarten Children.
Black, Janet
Research in the Teaching of English, v13 n1 p49-68 Feb 1979
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
This investigation suggests that observation of children's language in an informal context generally provides more comprehensive information about a kindergarten child's communicative competence than formal oral language assessment instruments. (DD)
Descriptors: *Communicative Competence (Languages); Educational Research; *Informal Assessment; *Kindergarten Children; Primary Education; *Standardized Tests

EJ204364 CG5[illegible]2
A Comparison of the Slosson Intelligence Test and the WISC-R with Elementary School Children.
Lowrance, Dan; Anderson, Howard N.
Psychology in the Schools, v16 n3 p361-64 1979
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)
A study of WISC-R and the Slosson Intelligence Test (SIT) reveal that SIT IQs were higher than WISC-R IQs in the upper range and lower in the lower range. Concludes that the SIT provides a good estimate of WISC-R full scale IQs when a regression equation is used. (Author)
Descriptors: Comparative Analysis; *Educational Counseling; Elementary Education; Elementary School Students; *Intelligence Tests; *Psychological Testing; Test Reviews; *Test Validity
Identifiers: *Slosson Intelligence Test

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EJ202843 CG516339
Assessment of the School Readiness Section of the Early Detection Inventory: Preschool Prediction across Situational Factors.
Abrahamson, David S.; Bell, Anne E.
Journal of School Psychology, v17 n2 p162-71 Sum 1979
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
The efficiency of school readiness test, mental age, and specific sensory and perceptual skills was tested as predictor of word recognition at the end of the first school year. When variables were examined by stepwise regression analysis and partial correlations, school readiness test appeared as the most efficient predictor. (Author)
Descriptors: *Kindergarten Children; *Perceptual Development; *Predictive Measurement; Preschool Education; Primary Education; *Readiness; *School Readiness; *School Readiness Tests
Identifiers: *Early Detection Inventory

EJ202125 SE525016
Student Placement--A Comparison of Traditional and Computerized Branching Test Administrations.
Brooks, Sarah; Hartz, Mary
Journal for Research in Mathematics Education, v10 n3 p213-15 May 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
Student placement in an initial mathematics course was investigated using either a programed test administered by a computer or a traditional test administered in a conventional manner. The former method was favored. (MP)
Descriptors: *College Mathematics; *Computers; *Counseling; *Educational Research; Higher Education; *Student Placement; *Testing

EJ199272 CG516074
A Profile for Communicating Achievement Test Results to Children.
Bohning, Gerry
Elementary School Guidance and Counseling, v13 n4 p256-60 Apr 1979
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
The General Achievement Profile described in this article is used for making visual comparisons of a child's test performance scores through shadings on graph bars. The profile is intended as a counselor aid for use during an individual test interpretation session. (Author)
Descriptors: *Achievement Tests; Children; *Elementary Education; *School Counselors; *Test Interpretation; Test Results

EJ199013 AA529403
The APU and Assessment in the Middle Years.
Marjoram, D. T. E.
Education 3-13, v6 n2 p31-36 Oct 1978
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Because of student characteristics in the middle years, several types of assessment are needed. The national monitoring system being developed by the Assessment of Performance Unit (APU) may prove a useful assessment framework for individual schools, providing developmental data for program comparisons and student movement between schools. (SJL)
Descriptors: Articulation (Education); Comparative Testing; *Educational Assessment; Foreign Countries; Individual Development; Intermediate Grades; *Middle Schools; *National Competency Tests; *Student Characteristics; *Testing
Identifiers: *Assessment of Performance Unit; *Great Britain

EJ198771 SP507876
Impact of Minimum Competency Testing in Florida.
Today's Education, v67 n3 p30-38 Sep-Oct 1978
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
Examination of results of several cases in which students failed minimum competency tests evokes criticism of the way the testing program is carried out by the state. (JD)
Descriptors: Academic Achievement; *Accountability; *Basic Skills; *Competency Based Education; Educational Legislation; *Elementary Secondary Education; *Minimum Competency Testing
Identifiers: *Florida

DIALOG INFORMATION SERVICES, INC

EJ197588 CG515908
Item Pools and the School Guidance Worker.
Traub, Ross E.
School Guidance Worker, v34 n4 p34-39 Mar 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); POSITION PAPER (120)
Details the development of item pools, or collections of test exercises, including specifying the domain of content; collecting/writing items; pilot testing; and publishing. Implications of item pools for guidance workers are presented. (BP)
Descriptors: *Career Guidance; *Counselor Role; Foreign Countries; School Counselors; Secondary Education; *Testing Programs; Test Interpretation
Identifiers: *Item Pools; *Ontario (Toronto)

EJ197152 SP507742
Skills Test for Gymnastics.
Hampton, Gary W.
Journal of Physical Education and Recreation, v49 n9 p56-57 Nov-Dec 1978
Available from: Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
A skill-testing program, similar to the scoring system used in competitive gymnastics, is described for use in elementary physical education classes. (MM)
Descriptors: *Elementary Education; *Gymnastics; Performance Criteria; Performance Factors; *Performance Tests; *Physical Education

EJ194873 SE523068
The Potential Role of Examinations in Innovative Curricula.
Tamir, Pinchas
American Biology Teacher, v40 n7 p426-28 Oct 1978
Language: ENGLISH
Describes the examination scheme developed to evaluate high school biology students using the BSCS project in Israel. The scheme consists of a practical examination and a written test. Since the scheme is relatively new, little research has been performed. (MA)
Descriptors: *Biology; Curriculum; Educational Research; Evaluation; *Instructional Innovation; *Science Education; *Secondary Education; *Tests
Identifiers: Israel

EJ193778 CG515537
Screening Children for Kindergarten: Process and Promise.
Anderson, Luleen S.
Elementary School Guidance and Counseling, v13 n2 p93-98 Dec 1978
Available from: Reprint: UMI
Language: ENGLISH
This article describes the screening approach and subsequent intervention strategies implemented by the Quincy school system in an effort not only to fulfill the legal mandate but to set the stage for follow-up research that will ultimately assist them in designing programs geared to primary prevention. (Author)
Descriptors: Elementary Education; *Kindergarten Children; *Legal Responsibility; *Preschool Evaluation; Program Descriptions; *Program Design; *Screening Tests

EJ193394 SP507640
Conflicts and Confusion over Evaluation.
Bayless, John
Journal of Physical Education and Recreation, v49 n7 p54-55 Sep 1978
Available from: Reprint: UMI
Language: ENGLISH
The difficulties of testing and evaluating physical education pupils are discussed. (JD)
Descriptors: *Elementary Secondary Education; *Evaluation Methods; *Physical Education; *Testing Problems

EJ191006 PS507115
Teaching Kindergarten Children to Solve Problems: An Information-Processing Approach.
Parrill-Brunstein, Melinda
Child Development, v49 n3 p700-06 Sep 1978
Available from: Reprint: UMI
Language: ENGLISH
Investigated the effectiveness of a training procedure corresponding to a component analysis of a hypothesis-testing task in improving kindergarten children's problem-solving abilities. (Author/JMB)
Descriptors: Feedback; *Hypothesis Testing; *Kindergarten Children; *Problem Solving; Research; *Training

EJ190287 CS708345
A Multiple Choice Answer to the Standardized Testing Issue: ERIC/RCS Report.
Lange, Bob
English Journal, v67 n7 p92-94 Oct 1978
Available from: Reprint: UMI
Language: ENGLISH
Cites eight documents in the ERIC system regarding problems in standardized testing and possible solutions. (DD)
Descriptors: *Educational Problems; *Elementary Secondary Education; *Literature Reviews; *Standardized Tests
Identifiers: Information Analysis Product

EJ190077 CG515140
Differences between Counseling Seekers and Nonseekers on the Mooney Problem Check List.
Tryon, Georgiana Shick
Journal of College Student Personnel, v19 n6 p501-05 Nov 1978
Available from: Reprint: UMI
Language: ENGLISH
Entering college freshmen were administered the Mooney Problem Checklist during summer orientation. The problems endorsed by students who later sought counseling were compared with the problems endorsed by students who did not seek counseling. Few between-group differences were found. (Author)
Descriptors: College Freshmen; *Counseling; Higher Education; *Psychological Testing; Research Projects; *Student Needs

EJ190076 CG515139
Differences between Counseling Center Clients and Nonclients on Three Measures.
Palladino, Joseph; Domino, George
Journal of College Student Personnel, v19 n6 p497-501 Nov 1978
Available from: Reprint: UMI
Language: ENGLISH
The results of the California Psychological Inventory, the Survey of Study Habits and Attitudes, and the Mooney Problem Check List for short-term clients, long-term clients, and nonclients were compared. Results supported the usefulness of the Mooney in a relatively normal setting. (Author)
Descriptors: Comparative Analysis; *Guidance Centers; Higher Education; *Personality Assessment; *Psychological Testing; Research Projects

EJ188181 AA528836
The Constructive Use of Examination Results
Eggleston, Jim
Forum for the Discussion of New Trends in Education, 20, 3, 81-3 Sum 1978
Language: English
Argues against one-dimensional testing procedure and discusses how tests are constructed with the accent on the effects of normative testing. Presents a method by which information from student testing could be used for the improvement of teaching. (RK)
Descriptors: *Student Evaluation; *Testing; *Secondary Education; *Test Items; *Test Construction; *Feedback; Teacher Improvement; Teacher Evaluation
Identifiers: *Subtests

EJ187391 SE522477
Visual Resemblance Sorting Abilities of U.S. and Malaysian First-Grade Children
Lowery, Lawrence F.; Allen, Leslie R.
Journal of Research in Science Teaching, 15, 4, 287-92 Jul 1978
Available from: Reprint Available (See p. vii): UMI
Language: English
Investigates the visual resemblance sorting cognitive abilities of 120 Hawaiian and 100 Malaysian first-grade children using five booklets, each containing seven test drawings. Results revealed that the performance of the two groups was about the same. The difference in scores for four of the five booklets was not significant. (HM)
Descriptors: Cognitive Development; *Cultural Context; Educational Environment; *Educational Research; *Elementary Education; *Grade 1; Learning; *Nonverbal Tests; Science Education; Socioeconomic Influences
Identifiers: *Malaysia; *United States

EJ186076 SP507109
The APL Program in Health and Safety Education
Fagerberg, Sig; Holyoak, Owen J.
Health Education, 9, 2, 8-9 Mar-Apr 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
The Adult Performance Level Test, a minimum competency test developed by the Texas Department of Education, measures student skill and knowledge levels in competencies necessary for successful living in a modern society. (MJB)
Descriptors: *Secondary Education; *Degree Requirements; *Basic Skills; *Testing Programs; Student Evaluation; Knowledge Level
Identifiers: Adult Performance Level Test

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EJ185454 SE521488
Developing Subscales for a Measure of Student Understanding of Science
Fraser, Barry J.
Journal of Research in Science Teaching, 15, 1, 79-84 Jan 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Reports on the development and validation of a new junior high school version of the Test On Understanding Science (TOUS).
Descriptors: *Aptitude; *Junior High Schools; *Science Education; *Test Construction; *Test Validity; *Tests; Educational Research; Elementary Secondary Education; Middle Schools; Test Interpretation
Identifiers: *Test On Understanding Science

EJ185000 FL511447
Le baccalaureat (The Examination for the Secondary School Certificate)
Damoiseau, Robert
Francais dans le Monde, 136, 45-51 Apr 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Presents data on the French examination for the secondary school certificate: number of candidates, their teachers, sub-tests, method of correction, the results and the proposed changes in the tests. (Text is in French.) (MLA)
Descriptors: *Tests; *Secondary Education; *Achievement Tests; *National Competency Tests; French; Testing; Statistical Data; Test Results; Graduation Requirements
Identifiers: *France

EJ184998 FL511445
Examen d'un drame, drame d'un examen (Examination of a Drama, Drama of an Examination)
Ferran, Pierre
Francais dans le Monde, 136, 32,41-4 Apr 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
An historical look at the French examination for the secondary school certificate. Its prestige, utility and relationship to higher education are discussed. (Text is in French.) (MLA)
Descriptors: *Secondary Education; *Tests; *Achievement Tests; *National Competency Tests; French; Test Results; Graduation Requirements; Higher Education
Identifiers: *France

EJ182956 CG514516
Bender-Gestalt Test and Social Interactions of Kindergarten Children: Effects of Socialization Practices
Lifshitz, Michaela
Psychology in the Schools, 15, 2, 180-7 Apr 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
The present study assessed the extent to which kindergarten children's performance on the Bender-Gestalt Test is related to sex and sociocultural variables and to children's social behavior. Two distinctly different Israeli populations were included: the Druze and the Jews. Significant correlations between perceptual indicators and social behaviors were found. (Author)
Descriptors: *Kindergarten Children; *Socialization; *Sociocultural Patterns; *Perception Tests; Research Projects; Sex Differences; Social Behavior; Preschool Education; Foreign Countries
Identifiers: *Israel; *Bender Gestalt Test

EJ182740 AA528358
Divided They Fail?
McKay, Maria; Rock, Daphne
Times Educational Supplement (London), 3272, 21 Mar 10 1978
Language: ENGLISH
Two classroom teachers take a critical look at what the double exam system means for the children they teach. (Editor)
Descriptors: *Ability Grouping; *Academic Ability; *Competitive Selection; Critical Thinking; *High Schools; *Student Characteristics; *Testing; *Tests

EJ182693 AA528311
Yesterday's Tests and Today's Students
Worth, Walter H.
Elements: Translating Theory into Practice, 9, 7, 6-7 Mar 1978
Language: ENGLISH
Through reference to the "Edmonton Grade III Achievement Study: 1956-1977 Comparisons" this research attempts to dispel the uncertainty associated with current curricular validity of old tests. Examines five standardized tests used in the Edmonton Study, which were first given in 1956 and designed to measure basic skills. (Author/RK)
Descriptors: Achievement Tests; *Basic Skills; Curriculum; *Elementary Education; *Item Analysis; *Standardized Tests; Tables (Data); *Test Items; *Test Validity
Identifiers: California Achievement Test (Arithmetic); California Achievement Test (Language); California Achievement Test (Reading); Gates MacGinitie Readiness Skills Test; Gates Paragraph Reading Test

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EJ182691 AA528309
Reading Evaluation
Fagan, W. T.
Elements: Translating Theory into Practice, 9, 7, 3-5 Mar 1978
Language: ENGLISH
The Canadian Institute for Research in Behavioral and Social Sciences of Calgary was awarded a contract by the Provincial Government of Alberta to assess student skills and knowledge in reading and written composition. Here evaluation is defined and the use of standardized and criterion referenced tests for evaluating reading performance are considered along with a discussion of new reading evaluation methods. (Author/RK)
Descriptors: *Reading Ability; *Reading Tests; *Standardized Tests; *Criterion Referenced Tests; *Elementary Education; *Evaluation Methods; Test Reviews; Reading Research; Reading Skills

EJ182530 UD506211
A Psycholinguistic Approach to Training Urban High School Students in Test-Taking Strategies
McPhail, Irving P.
Journal of Negro Education, 47, 2, 168-76 Spr 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
This study hypothesized that test taking strategies for reading comprehension tests can be taught by classroom instruction and that the knowledge gained would enable a test wise student to obtain a higher score on a standardized test than an equally knowledgeable student who lacks test sophistication. (Author/AM)
Descriptors: *Psycholinguistics; *Secondary Education; *Test Wiseness; *Grade 12; *Tests; High School Students; Black Students; Puerto Ricans
Identifiers: *Pennsylvania (Philadelphia)

EJ182369 SP506997
The Way It Is
Darehshori, Charlotte
Today's Education, 66, 2, 46-8 Mar-Apr 1977
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
In taking standardized tests, children are placed in a position over which they have no control, are directed to perform illogical tasks, and are told to act as if everything were perfectly logical. It is hard to overstate the negative impact of testing on young children. (Author/MJB)
Descriptors: *Elementary Education; *Testing Problems; *Test Construction; *Childhood Needs; *Developmental Stages; *Self Esteem; Child Psychology

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EJ182195 SE521813
Making and Testing Conjectures
Jeffery, Bob
Mathematics Teaching, 82, 15-7 Mar 1978
Language: ENGLISH
A classroom exercise which encourages experimentation including formulation and testing of conjectures about number relationships involving factors and multiples is illustrated. (MN)
Descriptors: Activity Units; Elementary Secondary Education; *Hypothesis Testing; *Induction; *Instruction; Instructional Materials; *Junior High Schools; *Mathematics Education; Number Concepts; Teaching Methods

EJ180653 AA528015
What Do Diplomas Mean?
Sheils, Merrill
Newsweek, 91, 2, 65-6 Jan 9 1978
Language: ENGLISH
Discusses the hottest reform movement in the country: proficiency testing for public school students. Differing opinions are given for and against the programs. (Author/RK)
Descriptors: Academic Standards; Educational Change; *Educational Testing; *Equivalency Tests; *Graduation Requirements; Illustrations; *Literacy; *Secondary Education; Student Evaluation

EJ180502 TM503174
The Validity of the Subtests of 1976 Edition of the Metropolitan Readiness Tests
Tokar, Edward B.; Holthouse, Norman D.
Educational and Psychological Measurement, 37, 4, 1099-101 W 1977
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
The Metropolitan Readiness Tests were correlated with teacher ratings of reading readiness for a sample of kindergarten pupils. Correlations support the concurrent validity of the instrument. (JKS)
Descriptors: *Test Validity; *Reading Readiness Tests; *Kindergarten Children; *Reading Readiness; *Student Evaluation; *Preschool Teachers; Primary Education
Identifiers: *Metropolitan Readiness Tests 1976

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EJ179932 SE521073
State Minimal Objectives and Testing, the Michigan Council's Experience
Clason, Robert G.
Mathematics Teacher, 71, 2, 124-9 Feb 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
A description of the program through which the state of Michigan has assessed the minimal competencies of its school pupils is given. (JT)
Descriptors: Achievement; *Basic Skills; *Educational Assessment; Educational Trends; *Elementary Secondary Education; *Mathematics Education; *Minimum Competencies; *Objectives; State Action; State Programs; *Testing
Identifiers: Michigan

EJ178752 AA527940
A Study of Egocentrism and Popularity
Karmos, Joseph S.; Milcic, Diane
Journal of Experimental Education, 46, 2, 27-30 W 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Investigates egocentrism and the relationship between egocentrism and popularity in grades 1 through 5. Teachers' ability to rate students' popularity was studied, and sex differences for egocentrism scores were also examined. Egocentrism was measured by a test based on work done by Jean Piaget and popularity defined by a teacher's rating scale and a sociometric instrument completed by students. (Editor/RK)
Descriptors: *Educational Research; *Educational Testing; *Egocentrism; *Elementary Education; *Elementary School Students; Measurement Instruments; *Peer Relationship; Research Methodology; Sex Differences; Tables (Data)
Identifiers: *Piaget (Jean)

EJ177436 CG514113
Evaluation of a Computer-Based Narrative
Sharf, Richard S.
Measurement and Evaluation in Guidance, 11, 1, 50-2 Apr 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
A computer-based narrative report integrating results from the Strong Vocational Interest Blank, the Opinion Attitude and Interest Survey, and the Cooperative English Test was compared with a standard profile format. No differences were found between the two methods for male and female. (Author)
Descriptors: *Career Counseling; College Students; *Computer Oriented Programs; *Educational Testing; *Evaluation; *Interest Inventories; Research Projects; *Test Interpretation

EJ177319 CG513995

Kindergarten Entrance Assessment: Is It Worth the Effort?
Wendt, Robert N.
Psychology in the Schools, 15, 1, 56-61 Jan 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
School psychologists frequently are involved in assessment programs for children entering kindergarten. A comparison is made between screening and assessment related to norm-based and criterion-referenced assessment. (Author)
Descriptors: Comparative Analysis; *Comparative Testing; *Criterion Referenced Tests; *Educational Diagnosis; Educational Testing; Elementary Education; *Kindergarten Children; *Norm Referenced Tests

EJ177218 CG513894
Person-Referenced Test Interpretation: A Learning Process
Bradley, Richard W.
Measurement and Evaluation in Guidance, 10, 4, 201-9 Jan 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
The relationship between testing and counseling has been called "the marriage that failed." This article presents a form of marriage counseling, that is, a mode of test interpretation, that may assist counselors to utilize test results more effectively in counseling. (Author)
Descriptors: *Test Interpretation; *Testing Problems; *Marriage Counseling; *Test Results; *Counseling Effectiveness; State Of The Art Reviews; Counselor Role

EJ176902 AA527708
Big Brother I. Q.
Gilliatt, Michael T.
Clearing House, 51, 4, 166-9 Dec 1977
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Lists four harmful consequences that critics suggest educational testing may have, and in discussing the danger that I.Q. testing may place an indelible stamp of inferiority upon students, this research re-examines the purpose of testing. (Author/RK)
Descriptors: *Academic Ability; Case Studies; Critical Thinking; *Educational Counseling; *Educational Testing; *Intelligence; *Intelligence Quotient; Student Attitudes; Student Evaluation; *Test Reviews

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EJ176826 AA527632
The Dangers of Compromise
Black, Paul
Times Educational Supplement (London), 3256, 17 Nov 4 1977
Language: ENGLISH
Foresees some major problems in getting the N and F examinations off the ground. These replacements for A levels, accounted for in "Working Paper 60", are designed to broaden the sixth form curriculum to five subjects instead of three and allow students to defer specialization for as long as possible. (Author/RK)
Descriptors: *Curriculum; *Curriculum Development; Educational Planning; Educational Problems; *Secondary Education; *Secondary School Science; Test Reliability; *Tests
Identifiers: *Nuffield Project; *Schools Council Working Paper 60

EJ176556 SP506790
Skill Testing--A Positive Step Toward Interpreting Secondary School Physical Education
Bobo, Mike; Bushong, Judy
Journal of Physical Education and Recreation, 49, 1, 45 Jan 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
The authors present seven suggestions to aid in the implementation of skill testing in physical education classes. (MJB)
Descriptors: *Physical Education; *Secondary Education; *Psychomotor Skills; *Testing Programs; Test Validity
Identifiers: *Skill Testing

EJ176541 SP506775
Minimum Competencies: The Next Step?
Yoder, Walter H., Jr.
Teacher Educator, 13, 3, 26-30 W 77-1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
The author briefly surveys the movement towards minimum competencies for secondary-education graduates and points out the danger of confusing the term "minimum competency" with "minimum requirements." (MJB)
Descriptors: *Academic Standards; *Basic Skills; Educational Problems; *Graduation Requirements; *Minimum Competencies; *Secondary Education; Trend Analysis

EJ174803 UD505859
Teaching the Understanding of Pictorial Spatial Relationships to Nigerian Secondary School Students
Nicholson, John R.; And Others
Journal of Cross-Cultural Psychology, 8, 4, 401-14 Dec 1977
Language: ENGLISH
Two experiments were conducted to compare the effectiveness of different ways of producing the frames in a remedial self-instructional program intended to improve the ability of Nigerian secondary school students to understand spatial relationships in pictures. (Author/AM)
Descriptors: Cross Cultural Studies; *Instructional Programs; *Perception Tests; Pictorial Stimuli; *Secondary Education; *Spatial Relationship; *Teaching Methods; Visual Perception
Identifiers: *Nigeria

EJ174802 UD505858
The Understanding of Pictorial Spatial Relationships by Nigerian Secondary School Students
Nicholson, John R.; Seddon, G. Malcolm
Journal of Cross-Cultural Psychology, 8, 4, 381-400 Dec 1977
Language: ENGLISH
The first aim of this study was to assess the proportion of students at different levels in a Nigerian secondary school who interpret selected diagrams in 3 or 2 dimensional terms and to see if there are differences between these interpretations and those of English students. (Author/AM)
Descriptors: *Secondary Education; *Pictorial Stimuli; *Visual Perception; *Perception Tests; *Spatial Relationship; *Cross Cultural Studies
Identifiers: *Nigeria

EJ174470 SE520906
The APU and the 1978 Mathematics Survey
Bell, Alan
Mathematics Teaching, 80, 24-7 Sep 1977
Language: ENGLISH
A tentative structure for a survey concerned with assessing the whole range of outcomes of school mathematics education is outlined. The structure provides for surveying content categories, process categories, and attitudes, utilizing practical manipulative problems. (MN)
Descriptors: *Achievement; *Educational Assessment; *Elementary Secondary Education; *Mathematics Education; *Surveys; *Testing; Evaluation; Research Projects; Research Tools; Student Attitudes

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EJ174228 SE520463
Standardized Tests for Middle School Science: What Do They Measure?
Funk, H. James
School Science and Mathematics, 77, 7, 551-7 Nov 1977
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Suggests criteria to be used in the selection of a standardized test. Analyzes 12 standardized middle school science tests according to the percentage of questions in each of Bloom's categories. (CP)
Descriptors: *Junior High Schools; *Secondary School Science; *Standardized Tests; *Test Selection; Cognitive Processes; Elementary Secondary Education; Science Education; Test Interpretation; Tests; Test Validity

EJ174054 PS506332
Point/Counterpoint: Are You in Favor of a National Competency Test?
Instructor, 87, 7, 32 Feb 1978
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Discusses the pros and cons of national competency testing. (JMB)
Descriptors: *Elementary Secondary Education; *Basic Skills; *Educational Testing; *Educational Policy

EJ173245 CG513603
After the Testing Is Over
Miller, Gary M.
Elementary School Guidance and Counseling, 12, 2, 139-43 Dec 1977
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Examines the counselor's responsibility to discover the best ways to effectively use assessment techniques. (Author)
Descriptors: *Children; *Counselor Role; *Elementary Education; *Psychological Testing; *School Counseling; *Scores; State Of The Art Reviews; *Test Interpretation; Test Results

EJ173238 CG513[illegible]
Motivation of Aptitude and Achievement Test Performance
Bauer, David H.
Elementary School Guidance and Counseling, 12, 2, 77-85 Dec 1977
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Suggests that test performance can be improved through test administration procedures that inform students when they are responding to instruments that assess socially desirable attributes (such as aptitude and achievement) and that take into account children's feelings about school tasks. (Author)
Descriptors: Children; Elementary Education; *Measurement Techniques; *Motivation; *Performance Factors; *Response Style (Tests); School Counseling; State Of The Art Reviews; *Test Anxiety; *Testing Problems

EJ172887 AA527284
Recurring Themes--Personal Reflections on "Children and their Primary Schools"
Plowden, Bridget
Education 3-13, 5, 2, 27-30 Oct 1977
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Evaluates "Children and their Primary Schools: Report of the Central Advisory Council for Education" otherwise known as England's Plowden Report, ten years after its publication in order to learn what areas of the report show the most educational progress. (RK)
Descriptors: *Preschool Education; *Parent School Relationship; *Elementary Education; *Disadvantaged Youth; *Testing; *Educational Quality
Identifiers: *Plowden Report

EJ171008 AA527201
The Reading Problem and What You Can Do About It
Cushenberry, Donald C.
High School Journal, 61, 1, 38-43 Oct 1977
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Describes the nature and causes of the reading problem and provides some practical information relative to methods and procedures which any secondary teacher can use to diagnose and build the reading skill levels of many different types of students. (Author/RK)
Descriptors: *Secondary Education; *Reading Difficulty; *Reading Instruction; *Reading Improvement; *Reading Ability; *Reading Tests; Reading Skills; Reading Programs; Student Evaluation

EJ 171 396 CS 710 654
High School Graduation: Exit Competencies?
Cassidy, Jack, *Journal of Reading*, v21 n5, pp398-402, Feb 78
*Graduation Requirements, *Basic Skills, *Functional Reading, *Functional Illiteracy, Secondary Education, Guidelines
Discusses the minimum competency movement and suggests standards for constructing and implementing exit competency requirements. (MKM)
Reprint Available (See p. vii): UMI

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EJ171004 AA527197
Practical Suggestions for Improving and Using Essay Questions
Poetker, Joel S.
High School Journal, 61, 1, 7-15 Oct 1977
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
Offers information and suggestions for constructing and using essay questions for assessing inquiry learning. (Author/RK)
Descriptors: *Essay Tests; Grading; *Inquiry; *Secondary Education; Social Studies; *Teaching Guides; *Test Construction; *Writing (Composition)

EJ169373 CG513327
The Use of the Developmental Test of Visual-Motor Integration as a Group Screening Instrument
Pryzwansky, Walter B.
Psychology in the Schools, 14, 4, 419-22 Oct 1977
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
This article investigates teacher use of the Developmental Test of Visual-Motor Integration (VMI) as a screening instrument with groups of young school-age children. Findings argue for some refinement in the scoring system in order to improve consistency in scoring. (Author)
Descriptors: Group Testing; Individual Testing; *Kindergarten Children; *Learning Disabilities; Research Projects; *Scoring; *Screening Tests; Teachers; *Test Reliability
Identifiers: *Developmental Test Of Visual Motor Integration (VMI)

EJ167099 AA526899
A Common Formula
Sumner, Raymond
Times Educational Supplement (London), 3241, 16-7 Jul 15 1977
Language: ENGLISH
Offers some suggestions for 16+ reform. (Editor)
Descriptors: *Testing; *Test Reliability; *Educational Change; *Test Construction; *Secondary Education; *Testing Programs; Grading; Examiners; Boards Of Education; Evaluation Criteria

EJ167091 AA526891
The Effects of Test-Wiseness on Standardized Test Performance
Gross, Leon J.
Scandinavian Journal of Educational Research, 21, 2, 97-111 1977
Language: ENGLISH
This research examines whether instruction in test wiseness would result in higher test scores, using both standardized and specially constructed tests as criterion measures. (Author/RK)
Descriptors: *Educational Research; *Test Wiseness; *Standardized Tests; *Test Results; *Secondary Education; *Evaluation Criteria; Research Methodology; Tables (Data); Measurement Instruments

EJ166534 SE519589
Yes, Children are Different The Concept of Relative Density and the Conservation of Quantities
Dawson, C. J.; Rowell, J. A.
Australian Science Teachers Journal, 23, 1, 94-97 May 1977
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
The authors gave a series of simple demonstrations followed by questions to which ninth grade students provided written answers to assess their ability to perform tasks for conservation of amount, weight and volume. Responses were varied. The paper includes the test form and a few typical answers. (AJ)
Descriptors: *Concept Formation; *Conservation (Concept); Evaluation; Science Education; *Scientific Concepts; *Secondary Education; Testing; *Tests
Identifiers: Piaget (Jean)

EJ165547 CG512849
Humanism and Testing: Are They Compatible?
Maples, Mary F.
Humanist Educator, 16, 1, 38-43 Sep 1977
Available from: Reprint Available (See p. vii): UMI
Language: ENGLISH
This paper is concerned with the norm-referenced, standardized achievement, aptitude, and intelligence tests that are being administered to elementary and secondary school children in our schools today. Why do school systems continue the use of standardized tests despite all the abuse being heaped on the practice? (Author)
Descriptors: Accountability; *Achievement Tests; *Aptitude Tests; *Counseling Objectives; Elementary Education; *Humanistic Education; Program Descriptions; Secondary Education; Standardized Tests; *Testing

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EJ164766 PS505936
The Relation of Auditory, Visual, and Auditory-Visual Matching to Reading Performance of Israeli Children
Sharan, Shlomo; Calfee, Robert
Journal of Genetic Psychology, 130, 2, 181-189 Jun 1977
Language: ENGLISH
Six same-different matching tests, both verbal and nonverbal in three modalities along with a set of reading tests, were administered to 120 Israeli children in second, third and fourth grade. (MS)
Descriptors: *Learning Modalities; *Discrimination Learning; *Reading Skills; *Auditory Tests; *Visual Stimuli; *Elementary Education; Foreign Countries; Elementary School Students; Reading Research; Socioeconomic Influences; Age Differences
Identifiers: *Israel

EJ163061 SE519773
Use of Electronic Calculators in Science Examinations
Lewis, John
Education in Science, 73, 19 Jun 1977
Language: ENGLISH
Presents survey results of 24 examination boards concerning their positions on the use of electronic calculators in exams. (CP)
Descriptors: *Calculators; Curriculum; *Educational Media; Educational Testing; *Science Education; *Secondary Education; *Testing
Identifiers: *Calculators; *Great Britain

EJ162949 SE519327
Teacher Assessment in A-Level Biology: An Experiment
Ferguson, Carolyn M.
School Science Review, 58, 204, 553-558 Mar 1977
Language: ENGLISH
Reported are methods employed for measuring consistency in teacher assessment of practical notebooks in A-level biology. Use of criterion referenced scales is discussed. (CS)
Descriptors: *Biology; Competency Based Education; Curriculum; *Educational Research; *Evaluation; *Secondary Education; Secondary School Science; *Student Evaluation; *Testing; Validity

EJ162948 SE519326
Nuffield Advanced Chemistry Research Project: Reporting and Using Examination Outcomes
Mathews, J. C.; Leece, J. R.
School Science Review, 58, 204, 546-553 Mar 1977
Language: ENGLISH
Last in a series, this article focuses on reporting and using the outcomes of the examination for the Nuffield Advanced Chemistry Project. Discusses accuracy, reliability and validity estimates, and curriculum validity; provides detailed information about student attainment. Roles of examinations in evaluation and development of school curricula are summarized. (CS)
Descriptors: *Chemistry; *Curriculum; *Evaluation; *Secondary Education; *Testing; Secondary School Science; Test Results; Validity
Identifiers: *Nuffield Advanced Chemistry Project

EJ162693 PS505724
Test Anxiety and Off-Task Behavior in Evaluative Situations
Nottelmann, Editha D.; Hill, Kennedy T.
Child Development, 48, 1, 225-231 Mar 1977
Language: ENGLISH
Forty-eight fourth- and fifth-grade boys and girls designated as low-, middle-, or high-anxious performed anagram tasks in the presence of an experimenter also working on anagrams. Results showed that high-anxious children had the lowest performance scores and exhibited substantially more off-task glancing than low- and middle-anxious children. (Author/JMB)
Descriptors: *Anxiety; *Elementary Education; *Task Performance; *Test Anxiety; *Testing

EJ162691 PS505722
Twins and Siblings: Concordance for School-Age Mental Development
Wilson, Ronald S.
Child Development, 48, 1, 211-216 Mar 1977
Language: ENGLISH
The analysis of WISC scores for 314 school-age twins and 221 of their siblings revealed high concordance of full-scale and verbal IQ for monozygotic twins. The IQ concordance for dizygotic twins, twin-sibling pairs, and sibling pairs were comparable to each other but significantly lower than that for monozygotic twins. (Author/JMB)
Descriptors: *Elementary Education; *Intelligence Tests; *Intelligence Quotient; *Twins; *Siblings
Identifiers: Wechsler Intelligence Scale For Children

DIALOG

EJ161442 UD505242
What Tests Do Schools Use with Spanish-Speaking Students?
Morris, Joseph
Integrated Education, 15, 2, 21-3 Mar-Apr 1977
Language: ENGLISH
"A questionnaire concerning the assessment techniques used to evaluate the intellectual level, achievement, and personality of Spanish-speaking children was sent to the directors of pupil personnel services in 16 cities in the United States. The most common tests used were given in English and were not designed for non-English speakers." (Author)
Descriptors: *Educational Diagnosis; *Elementary Secondary Education; Language Handicaps; *National Surveys; School Policy; *Spanish Speaking; Standardized Tests; *Test Bias; *Testing Problems

EJ161328 SP505723
Health Appraisal in Secondary Schools
Beltz, Dennis E.
Journal of School Health, 46, 6, 322-4 Jun 1976
Language: ENGLISH
Research data on a self-administered student health appraisal questionnaire suggests its suitability for use in secondary schools as (1) a supplement to periodic health examination, (2) an inexpensive source of readily available health data for each student, and (3) a useful resource aid for the health education instructor in curriculum planning. (MB)
Descriptors: Curriculum Development; Health Conditions; Health Services; *Physical Health; Questionnaires; *Research Utilization; *Screening Tests; *Secondary Education; *Student Characteristics

EJ161217 SP505612
Pretask Speed Training and Movement Complexity
Jensen, Barbara E.
Research Quarterly, 47, 4, 657-65 Dec 1976
Language: ENGLISH
This article examines two hypotheses on the subject of pretask training: can a child learn a difficult task more efficiently by practicing first at a slower speed, or can he learn an easier task more efficiently by first practicing it at full speed. (JD)
Descriptors: *Elementary Education; *Learning Theories; *Nonverbal Tests; *Perceptual Motor Coordination; *Skill Development; *Time Factors (Learning); Physical Education; Test Results; Motor Development

EJ160582 FL510097
Weitere Anmerkungen zum Normenkatalog Englisch (Further Comments on the Norm Catalog for English)
Kirch, Karl H.
Praxis des neusprachlichen Unterrichts, 23, 4, 417-418 1976
Language: ENGLISH
Criticizes the "Norm Book for English" for its priorities, finding that it slights the content aspect in favor of the language side. It is argued that there should be greater flexibility in the judging of Abitur (high School graduation) essays. (Text is in German.) (IFS/WGA)
Descriptors: *Achievement Tests; *English (Second Language); Language Instruction; Language Skills; *Language Tests; *Secondary Education; Second Language Learning; Writing (Composition); *Writing Skills

EJ160581 FL510096
Form und Vorbereitung des Textkommentars im Fach Franzoesisch (Form and Preparation of Text Commentary ((French))
Hornung, Walter
Praxis des neusprachlichen Unterrichts, 23, 4, 393-402 1976
Language: ENGLISH
Suggests criteria for a final examination in the Honors Course I in North Rhine - Westphalia in guided text interpretation. Tests given in French honors courses in Secondary Grade 2 are described, and a sample text with a commentary acceptable under the proposed requirements is provided. (Text is in German.) (IFS/WGA)
Descriptors: *French; *Second Language Learning; *Secondary Education; *Achievement Tests; *Language Tests; Language Instruction; Language Skills; Reading Skills; Writing Skills

EJ159531 SE519104
An Empirical Study of a Model of Abstract Learning
Lowell, Walter E.
Science Education, 61, 2, 229-242 Apr-Jun 1977
Language: ENGLISH
Presented is a theoretical, hierarchical model of abstraction designed to provide a systematic theoretical framework for future research into abstract learning. A test of the model with 149 subjects supported the assumption that the hierarchical model of abstraction is valid. (SL)
Descriptors: *Abstract Reasoning; *Cognitive Processes; *Cognitive Tests; Comprehension; *Educational Research; *Elementary Secondary Education; Learning; *Learning Processes; Science Education

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EJ159472 SE518986
The Forum
Sanford, Julie P.; Crawley, Frank E.
Science Teacher, 44, 4, 25-26 Apr 1977
Language: ENGLISH
Summarizes results of the Adult Performance Level (APL) project which focuses on the study of adult functional literacy. Relates finding to contributions in literacy made in secondary-level science courses. (CS)
Descriptors: Adult Basic Education; *Adult Literacy; Competency Based Education; Literacy Education; *Performance Tests; Science Education; *Scientific Literacy; *Secondary Education; *Secondary School Science; *Test Results

EJ157929 AA525414
The Basics
Horn, Thomas D.; And Others
Instructor, 86, 4, 81-8 Dec 1976
Language: ENGLISH
A monthly guide to help teach the basic subjects. Here are suggestions for teaching language arts, science and mathematics. (RK)
Descriptors: *Educational Testing; *Elementary Education; *Elementary School Mathematics; *Elementary School Science; Graphs; *Language Arts; Science Experiments; Spelling; Teaching Methods

EJ157265 PS505522
Nonverbal Assessment of Conservation of Number
Miller, Scott A.
Child Development, 47, 2, 722-728 Sep 1976
Language: ENGLISH
Reports three experiments which examined kindergarteners' ability to conserve number in response to three forms of questioning: nonverbal, standard, and control. There was no indication that a full mastery of conservation could be elicited earlier by the nonverbal procedure. (Author/JMB)
Descriptors: *Kindergarten Children; *Conservation (Concept); *Number Concepts; *Questioning Techniques; *Nonverbal Tests

EJ155574 PS505391
A Behavioral Study of Maturity in Children of Elementary-School Age
Hyde, Elizabeth Meyers
Elementary School Journal, 77, 2, 140-149 Nov 1976
Language: ENGLISH
Descriptors: *Elementary Education; Elementary School Students; Group Testing; *Maturity (Individuals); *Maturity Tests; *Measurement Instruments; Research; *Student Behavior; Teacher Attitudes

EJ155532 PS505349
Assessing, Packaging, and Delivery: Tests, Testing, and Race
Mackler, Bernard; Holman, Dana
Young Children, 31, 5, 351-364 Jul 1976
Language: ENGLISH
The issues of culture-free and culture-fair tests for elementary school children are explored by examining specific tests and the testing situation. Investigators examined the problem of group intelligence testing vs. individual testing and conclude that tests still reflect White American middle socioeconomic class values and experiences. (HS)
Descriptors: Black Students; *Culture Fair Tests; *Elementary Education; *Group Testing; Intelligence Quotient; *Intelligence Tests; *Item Analysis; Response Style (Tests); *Test Bias; Testing Problems
Identifiers: Lorge Thorndike Intelligence Tests; Metropolitan Achievement Test; Peabody Picture Vocabulary Test

EJ155507 PS505315
A Note on Cultural Difference as Reflected in the Wechsler Intelligence Scale for Children
Vance, Hubert Booney; Gaynor, Patricia E.
Journal of Genetic Psychology, 129, 1, 171-172 Sep 1976
Language: ENGLISH
Descriptors: *Elementary Education; *Intelligence Tests; *Cultural Differences; *Disadvantaged Youth; Elementary School Students; Racial Differences; Research

EJ155503 PS505311
The Psychometric Nature of Piaget's Conservation of Liquid for Ages Six and Seven
Orpert, Russell E.; And Others
Journal of Genetic Psychology, 129, 1, 151-160 Sep 1976
Language: ENGLISH
This study attempted to identify the factors of intelligence associated with the solution of a Piagetian task. Liquid conservation and 18 psychometric tests which included subtests from the WISC, ITPA, Raven Matrices, Primary Mental Abilities, and others were administered to 133 first- and second-grade boys and girls. (MS)
Descriptors: Cognitive Development; Cognitive Processes; *Conservation (Concept); *Elementary Education; Elementary School Students; *Intelligence; *Intelligence Tests; Research

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EJ155486 PS505294
Factor Structure of Locus of Control in Children
Nowicki, Stephen
Journal of Genetic Psychology, 129, 1, 13-17 Sep 1976
Language: ENGLISH
The present study attempted to identify the factor structure of the Children's Nowicki-Strickland Internal-External Control Scale by factor-analysis of the responses of 388 junior high, 389 high school and 449 elementary school students. (MS)
Descriptors: *Elementary Secondary Education; *Locus of Control; *Tests; *Factor Analysis; Elementary School Students; Junior High School Students; High School Students; Test Validity; Scoring

EJ154663 CG511898
A Model for Improving Students' Test Experience Through Small Groups
Kandor, Joseph R.; And Others
Measurement and Evaluation in Guidance, 9, 4, 178-180 Jan 1977
Language: ENGLISH
A model is presented that counselors in small groups may use to improve students' test-taking skills and motivation and to enhance students' self-knowledge and decision-making ability through better test interpretation. (Author)
Descriptors: Counseling Services; *Group Counseling; Models; Program Descriptions; *Response Style (Tests); Testing Problems; *Test Wiseness

EJ152713 AA524349
Examinations at 18 Plus?
Forum for the Discussion of New Trends in Education, 18, 3, 75-8 Sum 1976
Language: ENGLISH
Article is a statement by the Editorial Board of this journal in support of the move to comprehensive education. The need for reorganization of the examination system as the first condition for improvement of educational quality is stated. (RW)
Descriptors: *Educational Assessment; Educational Objectives; Educational Policy; *Educational Testing; *High Schools; Inservice Teacher Education; Nondiscriminatory Education; *Secondary Education
Identifiers: *Great Britain School System

EJ151899 SE517897
CS Survey of N&F
Goodall, E.
Education in Chemistry, 13, 6, 179 Nov 1976
Language: ENGLISH
Presents the views of the British Chemical Society about the proposed British N and F level curriculum in chemistry. (MLH)
Descriptors: *Chemistry; *Curriculum; *Secondary Education; *Secondary School Science; *Tests; Science Education
Identifiers: *Chemical Society; *Great Britain

EJ151897 SE517895
Teaching N&F
Berry, Martyn
Education in Chemistry, 13, 6, 177 Nov 1976
Language: ENGLISH
Presents an elementary school teacher's view of the proposed British N and F examinations. (MLH)
Descriptors: *Chemistry; *Curriculum; *Evaluation; *Secondary Education; *Secondary School Science; *Tests; Science Education
Identifiers: *Great Britain

EJ151894 SE517892
Examining N&F
Tuffnell, R.
Education in Chemistry, 13, 6, 171-172 Nov 1976
Language: ENGLISH
Discusses the British N and F system of university entrance examinations, especially in science. (MLH)
Descriptors: *Curriculum; *Secondary Education; *Secondary School Science; *Testing; Science Education; Tests
Identifiers: *Great Britain

EJ151892 SE517890
Evolution of N&F
Allanson, J. T.
Education in Chemistry, 13, 6, 166-167 Nov 1976
Language: ENGLISH
Reviews the history of proposals for change in the sixth form curriculum (for 16-19 year-old students) in Great Britain, specifically concerning the proposals for N and F level examinations. (MLH)
Descriptors: *Curriculum; *Curriculum Development; *Secondary Education; *Tests; Educational Policy; Educational Planning; Science Education
Identifiers: *Great Britain

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EJ150722 SE517982
What Do You Know About Population?
Kunofsky, Judith
Sierra Club Bulletin, 61, 10, 17-18 Nov-Dec 1976
Language: ENGLISH
This twenty item population quiz, taken from the Sierra Club's monthly newsletter on population issues, reviews current demographic statistics and trends in both the United States and the world. (BT)
Descriptors: *Demography; *Environmental Education; *Population Growth; Population Trends; *Secondary Education; *Tests; World Problems

EJ148662 PS505120
Adopting to Multiple Choice Tests of Differing Item Arrangement
Olsen, Henry D.; Barickowski, Robert S.
Child Study Journal, 6, 2, 91-98 1976
Language: ENGLISH
Investigated whether students would perceive items arranged in a hard-medium-easy order as being more difficult than the same items arranged in an easy-medium-hard order and whether the arrangements would influence scores. (MS)
Descriptors: *Educational Testing; *Multiple Choice Tests; *Test Construction; *Perception; *Statistical Analysis; *Elementary Secondary Education; College Students; Higher Education

EJ148045 EA507741
Testing, Testing . . . Can You Hear Me?
Marlowe, John
Phi Delta Kappan, 58, 3, 256-257 Nov 1976
Language: ENGLISH
Discusses the inadequacies of the California High School Proficiency Examination and examines how the test has usurped every school board's responsibility to define and implement a meaningful education. (Author/IRT)
Descriptors: *Equivalency Tests; *High Schools; Standardized Tests; State Programs; *State Standards
Identifiers: *California High School Proficiency Examination

EJ147231 SO505063
Counseling and Information Services for Adult Learners in North America
Educational Documentation and Information, 198/199, 9-67 1st/2nd qtr 1976
Language: ENGLISH
This journal issue contains an annotated bibliography of books, journal articles, research reports, monographs, ERDC documents and other items dealing with educational counseling and information services for adults in the United States and Canada. Most items cited were published in the 1960s and 1970s. (Author/RM)
Descriptors: *Adult Education; *Annotated Bibliographies; Career Counseling; Comparative Education; *Educational Counseling; Information Dissemination; Information Seeking; *Information Services; Learning; Testing Programs
Identifiers: Canada; United States

EJ147105 SE517377
1974 Advanced Placement Examinations in Physics
Pfeiffenberger, Will
Physics Teacher, 14, 6, 344-350 Sep 1976
Language: ENGLISH
Presents the complete 1974 Advanced Placement Physics B Examination and an answer key to the multiple-choice section. (MLH)
Descriptors: *Advanced Placement Programs; *Measurement Instruments; *Physics; *Secondary Education; *Tests; Advanced Placement; College Credits; Evaluation; Science Education; Secondary School Science

EJ146731 FL509324
Normenbuch Englisch (Norm Book for English)
Bludau, Michael
Neusprachliche Mitteilungen, 29, 2, 68-70 1976
Language: ENGLISH
Discusses some central problems in the Norm Book for English "Einheitliche Pruefungsanforderungen in der Abiturpruefung Englisch," Neuwied: Luchterhand, 1975. A clear statement of teaching objectives is lacking. Problem types are discussed, along with criteria for grading answers. (Text is in German.) (IFS/WGA)
Descriptors: *English (Second Language); *Secondary Education; *Language Tests; *Test Reviews; *Achievement Rating; Achievement Tests; Second Language Learning; Language Instruction
Identifiers: *Germany

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EJ146123 CG511082
Client Misconceptions in Vocational Counseling
Thompson, Anthony P.
Personnel and Guidance Journal, 55, 1, 30-33 Sep 1976
Language: ENGLISH
Vocational counseling is often undermined by misconceptions regarding vocational concerns. Myths which hinder good vocational decision making are discussed. These faculty beliefs included misconceptions about the timing and finality of choice, about vocational test results, and about causal relationships between interests and abilities. (MPJ)
Descriptors: *Career Choice; *Career Counseling; *Career Planning; College Students; *Decision Making; *Helping Relationship; Higher Education; State Of The Art Reviews; *Testing Problems; Vocational Interests

EJ145617 TM502428
A Comparison of the Ability of the D-48 Test and the IPAT Culture Fair Intelligence Test to Predict SRA Achievement Test Scores for 8th and 9th Grade Students
Chissom, Brad S.; Hoenes, Ronald
Educational and Psychological Measurement, 36, 2, 561-4 Sum 1976
Language: ENGLISH
Two culture free intelligence tests, the D-48 Test and the IPAT Culture Fair Intelligence Test, are valid predictors of achievement test scores for grade levels 8 and 9. Highly significant correlation coefficients are observed between ethnic memberships and each of the culture free tests and the SRA Achievement Test. (Author/DEP)
Descriptors: *Achievement Tests; *Culture Fair Tests; Ethnic Groups; Grade 8; Grade 9; *Intelligence Tests; *Junior High Schools; *Prediction; *Test Validity
Identifiers: D-48 Test; IPAT Culture Fair Intelligence Test; SRA Primary Mental Abilities Test

EJ145614 TM502425
Prediction of School Readiness and Early Grade Achievement by Classroom Teachers
Buttram, Joan; And Others
Educational and Psychological Measurement, 36, 2, 543-6 Sum 1976
Language: ENGLISH
Investigates the validity of Hayes Early Identification Listening Response Test in relation to lower grade school achievement. (Author/DEP)
Descriptors: *Academic Achievement; *Kindergarten Children; *Predictive Measurement; Primary Education; Prognostic Tests; *School Readiness Tests; Student Evaluation; *Test Validity
Identifiers: Hayes Early Identification Listening Response Test

EJ144251 CG510785
Methodological Considerations in the Evaluation of Differential Components of Supplementary Education Programs
Lambert, Nadine M.
Journal of School Psychology, 14, 3, 171-185 F 1976
Language: ENGLISH
This paper details procedures to be followed in analyzing multiple program options and time allocation for significant effects. A multiple-option supplementary education program was evaluated by the application of multiple regression analysis as a general data analytic system. (Author)
Descriptors: *Educational Testing; *Elementary Education; Elementary School Students; *Enrichment; *Evaluation; *Evaluation Methods; Methods; Program Descriptions; *Program Evaluation; Research Methodology; *Supplementary Education

EJ143838 SP504717
Evaluation in the Kindergarten Years
Nash, B. Chris; O'Bryan, Kenneth G.
Orbit, 7, 1, 24-6 Feb 1976
Language: ENGLISH
Advantages of three methods for evaluating kindergarten children (standardized tests, early identification procedures, and criterion-referenced tests) are explained. (GW)
Descriptors: *Ability Identification; *Criterion Referenced Tests; Evaluation Methods; *Kindergarten Children; *Standardized Tests; *Student Evaluation; Teacher Guidance; Test Results; Young Children

EJ143398 PS504988
Testing and Curriculum: Distant Cousins?
Epstein, Susan L.
Elementary School Journal, 76, 7, 424-431 Apr 1976
Language: ENGLISH
This discussion of achievement tests examines the relationship between curriculum and nationally standardized test scores. The mathematics curriculum and achievement scores of second through eighth grade children in a suburban community are presented as an example of the discrepancy in emphasis that may exist between curriculum and achievement tests. (SB)
Descriptors: *Achievement Tests; Course Objectives; Curriculum Development; *Elementary Education; *Junior High Schools; *Mathematics Curriculum; *National Norms; Testing Problems; Test Interpretation; Textbook Content

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EJ141679 PS504847
Hypothesis Sampling Systems among Preoperational and Concrete Operational Kindergarten Children
Gholson, Barry; And Others
Journal of Experimental Child Psychology, 21, 1, 61-76 Feb 1976
Language: ENGLISH
Preoperational and concrete operational kindergarten children received stimulus differentiation training, either with or without feedback, and then a series of discrimination learning problems in which a blank trial probe was used to detect a child's hypothesis after each feedback trial. Piagetian stage theory requires elaboration to account adequately for the data. (GO)
Descriptors: *Kindergarten Children; *Learning Theories; *Discrimination Learning; *Feedback; *Hypothesis Testing; Elementary Education; Conservation (Concept)
Identifiers: *Piaget (Jean)

EJ140426 SP504550
Hypercorrection in Test Responses
Cazden, Courtney B.
Theory Into Practice, 14, 5, 343-6 Dec 1975
Language: ENGLISH
The author discusses his reaction to the CIRCUS test. (RC)
Descriptors: *Language Tests; *Elementary Education; *Language Proficiency; *Test Reliability; Students

EJ139281 CS707219
Somebody Out There Must Be Doing Something Right
Sabol, James
English Journal, 65, 2, 7 Feb 1976
Language: ENGLISH
Descriptors: *Achievement Tests; *Elementary Secondary Education; *English Curriculum; Language Skills; Standardized Tests; *Student Improvement; Testing Problems; Writing (Composition)

EJ138521 PS504759
Testing: Proceed with Caution
McKenzie, Gary R.
Elementary School Journal, 76, 5, 266-271 Feb 1976
Language: ENGLISH
Offers practical rules for writing and using tests in order to reduce pupils' anxiety, improve their study skills and help them master course objectives. (Author/CW)
Descriptors: *Elementary Education; *Testing; *Study Skills; *Test Construction; *Course Objectives; Secondary Education; Self Concept; Criterion Referenced Tests; Student Motivation

EJ137951 CS707195
A High School Teacher Surveys College Grammar
Rudnick, Norman
College English, 37, 5, 518-22 Jan 1976
Language: ENGLISH
College English departments displayed little agreement about the importance of grammar or about the type of grammar students should learn. (JH)
Descriptors: *English Instruction; *Grammar; Higher Education; *Language Tests; Questionnaires; *Secondary Education; Standardized Tests; Student Needs; Textbook Evaluation; *Writing Skills

EJ137786 CG510286
Testing--Present and Future
Leitch, Colin
School Guidance Worker, 31, 4, 48-54 Mar 1976
Language: ENGLISH
The author describes the testing efforts of Student Services in his school in the light of financial cutbacks, public demand for accountability, student demand for relevance and student apathy toward the counseling center. (Author/HMV)
Descriptors: *Educational Testing; Evaluation Methods; Program Descriptions; *School Counseling; Secondary Education; *Standardized Tests; *Student Personnel Services; *Testing Programs

EJ137784 CG510284
Testing Non-mainstream Students in Canadian Schools
Samuda, Ronald J.
School Guidance Worker, 31, 4, 37-41 Mar 1976
Language: ENGLISH
The issue addressed in this paper deals with the extent to which the general use of tests by well-meaning counselors maybe harmful in its implications when applied to student populations who do not fit the mainstream cultural pattern. (Author)
Descriptors: *Counseling; *Cultural Influences; Elementary Secondary Education; *Minority Groups; State Of The Art Reviews; *Test Bias; Testing; *Testing Problems

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EJ137782 CG510282
Testing: Yes or No, Not Maybe
Morris, Joan
School Guidance Worker, 31, 4, 29-32 Mar 1976
Language: ENGLISH
The author maintains that guidance counselors must make a definite commitment to a complete testing program. He also proposes that special workshops be offered to update counselors on testing programs in the secondary schools. (Author/HMV)
Descriptors: Counseling; *Counselor Role; *Evaluation Methods; *School Counseling; Secondary Education; State Of The Art Reviews; *Testing Programs

EJ137781 CG510281
Can Counsellors Use Tests Effectively?
Safran, Carl
School Guidance Worker, 31, 4, 23-27 Mar 1976
Language: ENGLISH
In the first part of this paper, the author discusses trends and problems facing the counseling profession. The second part deals with the technical use of tests. (Author/HMV)
Descriptors: *Counseling; Counselor Performance; *Educational Testing; Elementary Secondary Education; *Futures (Of Society); State Of The Art Reviews; *Testing

EJ135678 CE504762
Testing and Grading in High School Accounting
Meyer, Robert H.
Business Education Forum, 30, 7, 17-8 Apr 1976
Language: ENGLISH
Discussed are four reasons for testing in accounting, the grading of achievement and attitudes, the use of three kinds of tests (short-answer, problem, and essay), and a mechanism for grading (accumulation of points). (MS)
Descriptors: *Secondary Education; *Accounting; *Testing; *Grading; *Student Evaluation; Academic Achievement; Student Attitudes

EJ133075 PS504519
Moral Structure: The Interrelations of Moral Behavior, Moral Judgment, and Moral Affect
Santrock, John W.
Journal of Genetic Psychology, 127, 2, 201-213 Dec 1975
Language: ENGLISH
The moral behavior, moral judgment and moral affect of 120 preadolescent boys were examined and teacher ratings of moral behaviors and feelings were also obtained. Factor analysis of data indicated no support for a trait of morality. (GO)
Descriptors: *Altruism; *Antisocial Behavior; *Elementary Education; Males; *Moral Development; *Situational Tests

EJ131916 UD504001
Spanish-Speaking Students and the Language Factor in the MRT
Cruz, Sylvia; And Others
Integrated Education, 13, 6, 43-44 Nov-Dec 1975
Language: ENGLISH
Discusses a study designed to examine the effect of translating the Metropolitan Readiness Test (MRT) for Spanish speaking school entrants, to determine whether administering the MRT in Spanish makes a significant difference on the scores of Spanish-speaking students, and whether these differences obtain for students in bilingual and all-English classes. (Author/JM)
Descriptors: Bilingual Education; *Kindergarten Children; *Language Handicaps; Monolingualism; *School Readiness Tests; *Spanish Speaking; *Testing Problems; Urban Education
Identifiers: Connecticut; Metropolitan Readiness Tests

EJ130312 SP504048
Kindergarten Screening Program for Learning Disabilities
Logan, Bernadine A.
Journal of School Health, 45, 7, 413-14 Sep 1975
Language: ENGLISH
Descriptors: *Kindergarten Children; *Learning Disabilities; *Screening Tests; Kindergarten; Classroom Observation Techniques; Parent Teacher Conferences; Psychological Testing
Identifiers: Denver Developmental Standardized Test

EJ129939 PS504424
Information Processing in Low- and High-Test-Anxious Children as a Function of Grade Level and Verbal Labeling
Dusek, Jerome B.; And Others
Developmental Psychology, 11, 5, 651-652 Sep 1975
Language: ENGLISH
Attention to task-relevant and task-irrelevant information was compared in high- and low-test-anxious children. Results indicated that high-test anxious persons divide their attention in evaluative situations. It is suggested that providing them with task-relevant strategies helps them to cope with the negative effects of test anxiety. (JMB)
Descriptors: *Attention Control; *Educational Testing; *Elementary Education; *Emotional Response; Task Performance; *Test Anxiety

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EJ128777 AA521728
The 16-19 Group: Curriculum and Examinations in Europe
Peterson, A. D. C.
International Review of Education, 21, 2, 165-76 1975
Language: ENGLISH
This paper critically reviews methods of pupil assessment at the beginning, during and at the end of the second cycle of secondary education. It notes a trend towards more global assessment based on a mixture of external and internal, periodic and terminal, subjective and objective tests. (Editor)
Descriptors: *Curriculum Design; *Educational Change; Educational Objectives; *Educational Testing; *Secondary Education; Student Evaluation; *Testing

EJ127415 CG509438
Correspondence of Constructs Measured by the Kindergarten Screening Inventory by Sex and Ethnic Group
Alston, Herbert L.; Doughtie, Eugene B.
Psychology in the Schools, 12, 4, 428-429 Oct 1975
Language: ENGLISH
The authors investigated whether the constructs measured by the Kindergarten Screening Inventory (KSI) were the same for males and females and for Anglo American, Negro American and Mexican American ethnic groups. Results indicate they are very similar. (Author)
Descriptors: Comparative Testing; *Culture Fair Tests; Elementary Education; *Kindergarten Children; Learning Readiness; Research Projects; *School Readiness Tests; Sex Differences; *Test Validity
Identifiers: Kindergarten Screening Inventory (KSI)

EJ125175 TM501860
Preference-Success Assumption in Education
Dorsel, Thomas N.
Journal of Educational Psychology, 67, 4, 514-20 Aug 1975
Language: ENGLISH
The effect of preference for content of printed material and preference for study methods on comprehension was evaluated using 8th, 9th and 10th grade students. (Author/DEP)
Descriptors: *Comprehension; Performance; *Prose; Response Style (Tests); *Secondary Education; Sex Differences; Success; *Test Construction; *Testing

EJ125018 SP503885
How Children's Interests Affect Their Critical Thinking Ability
Brown, Lester E.; Cook, Ellen
Educational Leadership, 32, 5, 339-42 Feb 1975
Language: ENGLISH
This research report examines the effect of sexual orientation in reading material upon reading test scores of boys and girls. (MK)
Descriptors: *Elementary Education; *Reading Tests; *Reading Ability; *Sex Differences; *Reading Interests; Reading Comprehension; Sex Role; Childhood Interests

EJ124898 SE514455
Mathematics Curriculum and Examinations in the USSR
Owen, A.; Watson, F. R.
Mathematics in School, 4, 2, 10-14 Mar 1975
Language: ENGLISH
In Soviet schools the teaching of mathematics is quite formal, and experimentation with new methods and programs fairly restricted. In most Republics, examinations are given at the end of grades 8 and 10. Appendices to this article include an analysis of Estonian textbooks and a listing of sample examination problems. (SD)
Descriptors: *Comparative Education; *Curriculum; *Elementary Secondary Education; *Mathematics Education; *Testing; Course Content; Instruction; Teaching Methods; Textbooks
Identifiers: *USSR

EJ121844 TM501739
Wechsler Intelligence Scales for Children--Revised
Tittle, Carol Kehr
Journal of Educational Measurement, 12, 2, 140-4 Sum 1975
Language: ENGLISH
This review looks at these changes and their impact on the quality of the instrument: alteration of age-range from 5-15 to 6-16; development of new norms; improvement of manual in format and function; and a number of old items deleted and new ones added for the subtests. (RC)
Descriptors: *Elementary Secondary Education; Guides; *Intelligence Tests; Norms; Test Reliability; *Test Reviews; Test Validity
Identifiers: *Wechsler Intelligence Scale for Children

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EJ121280 PS504188
Acoustic Encoding in Normal and Retarded Readers
Mohan, Philip J.
Child Development, 46, 2, 593-5 Jun 1975
Language: ENGLISH
The encoding processes of poor and average readers were compared in a short-term memory task. Since poor readers have difficulty in integrating audiovisual input, it was hypothesized that this pattern may be due to inadequate acoustic encoding. The results did not support the hypothesis. (Author/CS)
Descriptors: *Auditory Tests; *Elementary Education; Elementary School Students; *Memory; *Reading Difficulty; *Recall (Psychology); *Vision Tests

EJ121279 PS504187
Perceptual Information in Conservation: Effects of Screening
Miller, Patricia H.; Heldmeyer, Karen H.
Child Development, 46, 2, 588-592 Jun 1975
Language: ENGLISH
Variations of the screening method developed by Piaget and Frank made it possible to systematically vary the number and type of perceptual cues in the conservation of liquid quantity task. Results of testing 192 kindergarten and first graders suggest that the development of conservation involves several levels, beginning with a concept which can be demonstrated only under facilitating conditions. (Author/CS)
Descriptors: *Elementary Education; *Visual Stimuli; *Conservation (Concept); *Testing; Elementary School Students
Identifiers: *Piaget (Jean)

EJ120057 FL507830
Englische Rechtschreibtests in Multiple-Choice-Form in Hauptschule und Gymnasium (English Spelling Tests in Multiple Choice Form in the Hauptschule and Gymnasium)
Pauels, Wolfgang
Praxis des Neusprachlichen Unterrichts, 22, 1, 34-41 1975
Language: ENGLISH
Hauptschule (practical secondary school) pupils are more readily confused than Gymnasium (university-preparatory secondary school) pupils when confronted with false answers. Spelling tests should be designed with regard to the type of school. Introducing visual guides helps the Hauptschule pupils to better achievement in productive tests. (Text is in German.) (IFS/WGA)
Descriptors: *Secondary Education; *Language Instruction; *Language Tests; *Low Ability Students; *Multiple Choice Tests; Second Language Learning; Spelling; Visual Aids
Identifiers: *Germany

EJ119941 SE513845
Students Versus the School
Tassin, Mariela
Science Teacher, 42, 5, 53 May 1975
Language: ENGLISH
Describes a student-designed project to determine the increase in tension level among secondary school students induced by the prospect of having to take school examinations. (PB)
Descriptors: *Evaluation; Science Education; Science Projects; *Secondary Education; Secondary School Science; *Student Behavior; Student Developed Materials; *Testing
Identifiers: Test Anxiety

EJ119376 EC071911
Testing Those in the Top Percentiles
Keating, Daniel P.
Exceptional Children, 41, 6, 435-6 Mar 1975
Language: ENGLISH
Descriptors: *Advanced Placement; Exceptional Child Education; *Gifted; *Junior High Schools; Sciences; *Standardized Tests; *Testing Problems
Identifiers: *Mathematically and Scientifically Precocious Youth

EJ117476 CS706742
The Standardized Test: To Be Or Not To Be
Haugh, Oscar
English Journal, 64, 3, 53-5 Mar 1975
Language: ENGLISH
Descriptors: English Curriculum; *School Counseling; *Standardized Tests; Teaching Methods; *Testing Problems; *Test Reliability; *Test Validity

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EJ117124 CG508520
Variations in the Administration of the Self-Directed Search, Scoring Accuracy, and Satisfaction With Results
Christensen, Kathleen C.; And Others
Journal of Counseling Psychology, 22, 1, 12-16 Jan 1975
Language: ENGLISH
This study examined the effects of the test administrator's attitudes toward Holland's Self-Directed Search, the size of the group taking the instrument, and whether or not monitors were used during the administration on both self-scoring accuracy and satisfaction with results. Only monitoring reduced self-scoring errors, and none affected satisfaction. (Author)
Descriptors: *Career Counseling; Individual Characteristics; Research Projects; *Scoring; *Self Evaluation; *Testing; Test Reliability; *Test Results; Test Validity; Theories
Identifiers: Holland Self Directed Search

EJ115613 CG508536
Can You Charge High School Students for Testing?
Hart, Ronald M.
School Guidance Worker, 30, 4, 4-8 Apr 1975
Language: ENGLISH
Describes a comprehensive testing program for secondary level which is charged to the students. (HMV)
Descriptors: *Counseling Services; High School Students; *Program Costs; Secondary Education; State Of The Art Reviews; *Testing

EJ111744 TM501465
The Validity of the Vane Kindergarten Test in Predicting Achievement in Kindergarten and First Grade
Powers, Sandra M.
Educational and Psychological Measurement, 34, 4, 1003-7 W 1974
Language: ENGLISH
Descriptors: *Predictive Validity; *Preschool Tests; *Academic Achievement; *Kindergarten; *Grade 1; Preschool Education; Statistical Analysis; Test Reviews
Identifiers: *Vane Kindergarten Test

EJ111743 TM501464
The Rutgers Drawing Test as a Midyear Kindergarten Predictor of End-of-Kindergarten Readiness for First Grade
Denson, Teri A.; Michael, William B.
Educational and Psychological Measurement, 34, 4, 999-1002 W 1974
Language: ENGLISH
Descriptors: *Kindergarten Children; Predictive Measurement; *Predictive Validity; Preschool Education; Preschool Evaluation; Preschool Tests; *School Readiness Tests
Identifiers: Metropolitan Readiness Tests; Rutgers Drawing Test

EJ111189 FL506963
The Abitur
Williams, David
Audio-Visual Language Journal, 12, 3, 223-225 W 197419/5
Language: ENGLISH
A brief comparison of secondary school examination methods in England and the Federal Republic of Germany is made. The Abitur, or examination for the leaving certificate of the German grammar school, is explained, and an Abitur and its results at the German School, the Hague, 1974, are described. (RM)
Descriptors: *Secondary Education; *German; *National Competency Tests; *Second Language Learning; *Language Tests; Testing; Grading; Evaluation Methods; Test Construction; Achievement Tests

EJ111176 FL506950
Transfer at 13+ and the Assessment of Aptitude for Modern Languages
Harding, Ann
Audio-Visual Language Journal, 12, 3, 201-203 W 197419/5
Language: ENGLISH
The transfer of students at 13+ from middle to high school requires high school teachers to assess heterogenous grouns of children from different middle schools. Ways of predicting students' success at further language study are suggested. (RM)
Descriptors: *Language Instruction; *Second Language Learning; *Language Tests; *Secondary Education; *Aptitude Tests; Standardized Tests; Language Skills

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EJ109321 EC070257
Criterion Referenced Measures as an Aid to Classroom Instruction
Hawkinson, Ed
Bureau Memorandum, 16, 1, 26-8 F 1974
Language: ENGLISH
Described is the Functional Math Profile, a criterion-referenced measure designed to measure student's level of skill acquisition in 11 areas of math instruction and to pinpoint subskills necessary for achievement of major objectives in each of those areas. (GW)
Descriptors: Academic Achievement; *Criterion Referenced Tests; Exceptional Child Education; *Individualized Instruction; *Mathematics; Mental Retardation; *Mild Mental Retardation; *Secondary Education; Students; Teaching Methods
Identifiers: Functional Math Profile

EJ109004 CS701541
Skills Measured by Selected Reading Tests Designed for High School Use
Pyrczak, Fred; Rasmussen, Marilyn
Reading Improvement, 11, 3, 5-8 W 1974
Language: ENGLISH
Indicates that standardized reading tests vary widely in terms of the number of skills measured and in terms of the relative emphasis on each skill in studies done at the high school level. (RB)
Descriptors: *Reading Improvement; *Reading Research; *Reading Tests; *Reading Skills; *High Schools; Standardized Tests; Evaluation Methods

EJ108849 CG508083
Pretesting as a Confounding Variable in Evaluating an Encounter Group
Kroeker, L. L.
Journal of Counseling Psychology, 21, 6, 548-552 Nov 1974
Language: ENGLISH
Evaluations of both individual and group therapies have yielded equivocal results. The results of this study indicate that the proportion of variance contributed by pretesting is influenced by group membership, treatment, and outcome criterion and is largely unpredictable. (Author)
Descriptors: *Counseling Effectiveness; Evaluation Methods; *Group Counseling; Prediction; *Pretests Posttests; Research Projects; *Testing Problems

EJ108846 CG508080
Current Perceptions and Practices of Charging Fees in College and University Counseling Centers
Hurst, James C.; And Others
Journal of Counseling Psychology, 21, 6, 532-535 Nov 1974
Language: ENGLISH
A questionnaire that assessed the practice of charging special fees for counseling, testing, and outreach programs was sent to directors of university counseling centers. Charging fees for counseling services is a practice of 4 percent of the respondents, while fees for testing has increased from 11 percent to 34 percent over a 10-year period. (Author)
Descriptors: *Counseling Services; *Fees; *Testing; *Administrator Attitudes; *Costs; Research Projects; Questionnaires; College Programs; Higher Education

EJ108726 CG507960
Comparisons of the Intellectual Estimates of the Draw-A-Person Test, Peabody Picture Vocabulary Test, and Stanford-Binet (L-M) for Kindergarten Children
Ritter, David R.; And Others
Psychology in the Schools, 11, 4, 412-415 Oct 1974
Language: ENGLISH
Seeks to determine convergent validity values and to compare intelligence estimates for three tests across various levels and ranges of intelligence. Results indicated that the use of the PPVT or DAP for determining intelligence of kindergarten children is unjustified. (Author/PC)
Descriptors: *Comparative Analysis; *Elementary Education; *Intelligence Tests; Research Projects; *Test Results; *Test Validity
Identifiers: *Draw A Person Test; Peabody Picture Vocabulary Test; Stanford Binet Intelligence Scale

EJ108665 CE502172
Career Exploration
Meehan, Merrill L.
Man/Society/Technology, 34, 4, 114-16 Jan 1975
Language: ENGLISH
Several definitions of career exploration are discussed in the article, and an interpretation is offered for the middle/junior high school level: student exploratory behaviors in regard to self and occupational concepts are best denoted by their inclusion of problem-solving or hypothesis testing. (Author/AJ)
Descriptors: *Career Education; Career Exploration; Child Development; *Developmental Tasks; Educational Objectives; Educational Philosophy; *Hypothesis Testing; *Junior High Schools; *Problem Solving, Self Concept; Student Needs

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EJ103593 AA519163
The Ordinary Grade Examination in Caithness
MacCallum, R. E.
Scottish Educational Studies, 6, 1, 27-9 May 1974
Language: ENGLISH
Considered pupils about to be admitted to secondary school and compared SCE examination results of pupils in 'selective' and 'comprehensive education'. (Author/RK)
Descriptors: *Student Evaluation; *Standardized Tests; *Elementary School Students; *Secondary Education; Tables (Data); Data Analysis
Identifiers: *Verbal Reasoning Quotients

EJ103332 TM501234
A Study of the Validity of the Metropolitan Readiness Tests
Lewis, John
Educational and Psychological Measurement, 34, 2, 415-16 Sum 1974
Language: ENGLISH
Descriptors: *Grade 1; *Kindergarten Children; Learning Readiness; *Reading Readiness Tests; *Student Evaluation; Success; *Test Validity
Identifiers: Lee Clark Reading Test; *Metropolitan Readiness Tests

EJ100439 AA518630
Examinations Policy in Comprehensive Schools
Simon, Joan
Forum for the Discussion of New Trends in Education, 16, 1, 2-6 Aut 1973
Language: ENGLISH
This report gave a brief overview of points that came up in a discussion of examinations policy in relation to the achievements and aims of comprehensive schools, the subject of the annual Forum/CCE conference this year. (Author/RK)
Descriptors: *Curriculum Development; Educational Experience; *Educational Objectives; *Educational Policy; *High Schools; *Tests
Identifiers: *Forum Campaign for Comprehensive Education

EJ099338 CS706167
Development of Auditory and Visual Language Concepts and Relationships to Instructional Strategies in Kindergarten
Hardy, Madeline; And Others
Elementary English, 51, 4, 525-32 Apr 1974
Language: ENGLISH
Teachers make false assumptions about concepts five-year-olds can understand. (JH)
Descriptors: *Beginning Reading; Concept Formation; Concept Teaching; Early Reading; Educational Research; Kindergarten; *Kindergarten Children; *Reading Readiness; *Reading Readiness Tests

EJ097547 CE501174
High School Equivalency
Sainty, Geoffrey E.
Canadian Vocational Journal, 10, 1, 46 May 1974
Language: ENGLISH
The implications for Canadian educators and employers concerning the increasing number of adults taking high school equivalency tests, among them the General Educational Development (GED) tests, are discussed. (AG)
Descriptors: *Equivalency Tests; *Educational Problems; *High Schools; Educational Certificates; Foreign Countries
Identifiers: *Canada

EJ097114 TM501136
Published Tests and the Needs of Educational Accountability
Hoepfner, Ralph
Journal of Educational and Psychological Measurement, 34, 1, 103-109 Sep 1974
Language: ENGLISH
Descriptors: *Accountability; Criterion Referenced Tests; Educational Assessment; *Educational Objectives; *Elementary Education; *Evaluation Needs; Norm Referenced Tests; *Standardized Tests

EJ095122 SE510583
Sixth Form Curriculum and 18+ Examinations
Hall, A. R.
Education in Science, 54, 12-13 Sep 1973
Language: ENGLISH
Descriptors: *College Entrance Examinations; College Preparation; *Curriculum; Evaluation; Science Education; *Secondary Education; Secondary School Science; *Tests
Identifiers: *Great Britain

EJ095112 SE510573
A Common System of Examining at 18+. Schools Council Examinations Bulletin 23
Yeoman, G. D.
Education in Science, 51, 20-22 Jan 1973
Language: ENGLISH
Descriptors: *Administrative Change; *Educational Testing; Evaluation; *Secondary Education; *Testing; Tests
Identifiers: *Great Britain; Schools Council (England)

EJ094142 CE500691
Work Mode Bias in Elementary Text Materials
Luker, William A.; Jenkins, Floyd N.
Journal of Industrial Teacher Education, 11, 1, 16-26 F 1973
Language: ENGLISH
Six hypotheses were tested in an attempt to demonstrate that textbook bias exists which is negative toward technical-vocational work modes. Results of the analysis of elementary reading textbooks used in Texas showed that bias does exist but the existence of corresponding attitudinal differences in students needs further investigation. (DS)
Descriptors: Career Choice; Educational Needs; *Elementary Education; *Hypothesis Testing; Statistical Analysis; Student Attitudes; *Textbook Bias; *Textbook Research; *Vocational Education; Work Attitudes

EJ093408 PS503096
Some Variables Affecting Children's Spatial Conservation
Duncan, Barbara; Eliot, John
Child Development, 44, 4, 828-830 Dec 1973
Language: ENGLISH
Kindergarten children were tested on Kershner's spatial model, two WISC performance tests, and two Piagetian tasks. Results validated Kershner's work but not his claims that his test measures conservation or dimensional concepts. (ST)
Descriptors: *Conservation (Concept); *Kindergarten; *Visual Perception; *Intelligence Tests; Abstract Reasoning
Identifiers: Piaget (Jean)

EJ091003 CG506786
Sex Bias in Educational Measurement: Fact or Fiction?
Tittle, Carol Kehr
Measurement and Evaluation in Guidance, 6, 4, 219-225 Jan 1974
Language: ENGLISH
The author discusses educational achievement tests and vocational interest blanks, focusing on the subject of sex bias and its elimination. (RP)
Descriptors: Achievement Tests; *Career Counseling; Counselor Role; Interest Inventories; *Measurement; Research Problems; *Sex Discrimination; *Test Bias; *Testing Problems; Vocational Interests

EJ090977 CG506760
Identifying Clients Predisposed To Failure
Carnes, G. D.
Journal of Counseling Psychology, 20, 1, 79-83 Jan 1973
Language: ENGLISH
Studies are reviewed that report the prediction of rehabilitation failure from personality measures. Related research is discussed that suggest the dynamics underlying a key concept, the "hypochondriacally organized personality" which is identifiable from the Rorschach anatomy response percentage. (Author)
Descriptors: *Counseling; Diagnostic Tests; *Failure; Identification; *Personality Assessment; Psychological Patterns; *Psychological Testing; Psychotherapy; *Rehabilitation; Research Reviews (Publications)

EJ090340 TM501039
Effects of Familiarization Feedback on the Performance of Lower-Class and Middle-Class Kindergarteners on the Raven Coloured Progressive Matrices
Turner, Ralph R.; And Others
Journal of Educational Psychology, 65, 3, 356-63 Dec 1973
Language: ENGLISH
Descriptors: *Feedback; *Kindergarten Children; *Social Differences; *Testing
Identifiers: Raven Progressive Matrices

EJ086682 SE509235
The Development of a Test of Piaget's Logical Operations
Raven, Ronald J.
Science Education, 57, 3, 377-385 Jul/Sep 1973
Language: ENGLISH
Discusses the development and analysis of Raven's Test of Logical Operations which uses the same problem solving rules as Piaget's. Indicates that the test is sensitive to the determination of students' difficulties with specific types of reasoning patterns. (CC)
Descriptors: Developmental Psychology; Educational Research; *Elementary Education; Evaluation Methods; *Logical Thinking; *Secondary Education; *Test Construction; Test Reliability; *Tests; Test Validity
Identifiers: Piagetian Research

EJ086260 FL505461
Ein informeller Sprechfertigkeitstest im elementaren Englischunterricht (An Informal Language Readiness Test in Elementary English)
Butzkamm, Wolfgang
Englisch, 8, 3, 101-4 Sep 1973
Language: ENGLISH
Revised version of a paper presented at the 1971 Annual Meeting of the Society for Applied Linguistics. (DO)
Descriptors: *Elementary Education; *English (Second Language); *Language Tests; *Learning Readiness; Predictive Measurement; *Test Construction; Test Interpretation

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EJ084609 FL504684
Literatuur en spreekvaardigheid bij het schoolonderzoek (Literature and Language Proficiency in the School Examination)
Teitler, F.
Levende Talen, 297, 204-7 Apr 1973
Language: ENGLISH
Descriptors: *High Schools; *Language Proficiency; *Literature; *Testing; Listening Skills; Reading Comprehension; Speech Skills; Writing Skills; Literature Appreciation

EJ084102 CG506143
The Factor Structure of Three School Readiness or Diagnostic Tests for Disadvantaged Kindergarten Children
Sassenrath, J. M.; Maddux, Robert E.
Psychology in the Schools, 10, 3, 287-293 Jul 1973
Language: ENGLISH
Descriptors: *Diagnostic Tests; *Kindergarten Children; *School Readiness Tests; *Intellectual Development; *Disadvantaged Youth; Learning Readiness; Individual Development

EJ075448 CG505534
Reducing Test Anxiety in a Clinical Population: A Comparison of Relaxation Training, Test Orientation, and a Therapeutic Interview
Venardos, Marlene G.; Harris, Mary B.
Rehabilitation Counseling Bulletin, 16, 3, 137-145 Mar 1973
Language: ENGLISH
Suggestions for implementation of a brief, inexpensive program for reducing test anxiety are made in this article. Listening to a brief relaxation tape, listening to a test orientation tape, or having an individual supportive interview with a counselor all reduced test anxiety in a population of rehabilitation center clients. (Author)
Descriptors: Rehabilitation; *Rehabilitation Counseling; *Rehabilitation Programs; *Research; Testing; *Testing Problems; *Vocational Aptitude

EJ075338 CS705504
Black Dialect Reading Tests in the Urban Elementary School
Hockman, Carol H.
Reading Teacher, 26, 6, 581-83 Mar 1973
Language: ENGLISH
Descriptors: *Black Dialects; *Elementary Education; Reading Comprehension; Reading Level; *Reading Research; *Reading Tests; Standard Spoken Usage; *Urban Education

EJ075276 CS705494
Group Desensitization of Test Anxiety in Elementary School
Barabasz, Arreed F.
Journal of Psychology, 83, 295-301 Mar 1973
Language: ENGLISH
Descriptors: *Anxiety; Black Students; *Desensitization; *Educational Research; *Elementary Education; Socioeconomic Influences; *Testing Problems

EJ074506 AA515369
Intelligence and Achievement Test Results of Kindergarten-Age Children in England, Ireland and the United States
Vane, Julia R.
Journal of Clinical Psychology, 29, 2, 191-3 Apr 1973
Language: ENGLISH
Results support the hypothesis that the differences between the test results of the middle and lower classes in the individual countries are greater than the differences between the same classes in the three different countries. (Author)
Descriptors: *Achievement Tests; Cross Cultural Studies; *Intelligence Tests; *Kindergarten Children; *Social Differences; Socioeconomic Influences; Tables (Data); *Test Results
Identifiers: England; Ireland

EJ074198 CG505565
High School and College Share Test Results
Jones, W. Paul; Scott, Isaiah L.
Personnel and Guidance Journal, 51, 8, 562-565 Apr 1973
Language: ENGLISH
This article describes a project conducted jointly by guidance personnel at a high school and a two year branch campus of a State University. The purpose of the project was to investigate the feasibility of using data from the existing high school testing program to enhance both academic and vocational guidance at the two institutions. (JC)
Descriptors: *College School Cooperation; Counseling Services; *Guidance Personnel; *Guidance Programs; *Testing; *Testing Programs

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EJ073957 AA515185
The Predictive Validity of the Lorge-Thorndike Intelligence Tests at the Kindergarten Level
Mendels, Glen E.
Journal of Educational Research, 66, 7, 320-2 Mar 1973
Language: ENGLISH
While stepwise regression analyses revealed that the demographic variables of sex, school ability, age, and father's occupation increased the power of prediction the LTIT alone was judged to be a valid predictor of academic achievement. (Author)
Descriptors: *Intelligence Tests; *Kindergarten Children; *Predictive Validity; Predictor Variables; Tables (Data)
Identifiers: *Lorge Thorndike Intelligence Tests

EJ070144 CS705187
The Use of Two Language Screening Tests with Kindergarten Children
Hanson, Irene
Elementary English, 49, 7, 1102-05 Nov 1972
Language: ENGLISH
Descriptors: Achievement Tests; *Articulation (Speech); *Auditory Discrimination; *Kindergarten; *Language; Language Research; *Language Tests; Phonetics; Visible Speech

EJ069266 AA514385
Report of a Pilot Program for Identifying and Remediating Kindergarten Children with Potential Learning Problems
Plantz, Charles A.
Illinois School Research, 9, 1, 18-22 F 1972
Language: ENGLISH
The stated goal of this pilot program is to move children back into the mainstream educational program as quickly as possible by identifying learning disabilities at the earliest stage. (Author/RK)
Descriptors: *Evaluation Methods; *Kindergarten Children; *Learning Disabilities; *Pilot Projects; Problem Children; Program Descriptions; *Screening Tests; Test Results

EJ068906 CS705269
Reading Evaluation by the High School Teacher--A Plan
Koenke, Karl
Journal of Reading, 16, 3, 220, 222-225 Dec 1972
Language: ENGLISH
Descriptors: Reading Ability; *Reading Diagnosis; *Reading Programs; Reading Skills; *Reading Tests; *Secondary Education

EJ067404 CG505011
OVIS-A Nonpredicting Device
D'Costa, Ayres G.
Measurement and Evaluation in Guidance, 5, 3, 411-414 Oct 1972
Language: ENGLISH
The Ohio Vocational Interest Survey was designed to serve primarily as an occupational exploration device for high school students. The OVIS profile presents measured interests alongside vocational plans and thus facilitates an individual learning process with which the counselor can assist. OVIS emphasizes a marriage between testing and counseling. (Author)
Descriptors: *Career Counseling; High School Students; *Measurement Instruments; Prediction; *Testing; *Tests

EJ066391 CG505020
Testing and Counseling: Fact and Fancy
Wesman, Alexander G.
Measurement and Evaluation in Guidance, 5, 3, 397-402 Oct 1972
Language: ENGLISH
In replying to Leo Goldman's charge that tests and counseling have failed to come help one another, the author argues that at least tests provide the counselor and student with information not ordinarily obtained in other ways. (Author/BY)
Descriptors: *Counseling; *Counselor Performance; Counselors; *Information Utilization; Test Interpretation; *Testing

EJ066389 CG505014
Can This Marriage Be Saved?
Wysong, H. Eugene
Measurement and Evaluation in Guidance, 5, 3, 424-425 Oct 1972
Language: ENGLISH
A successful marriage between counseling and testing must be based on mutual beliefs and expectations. AMEG can provide test users and test specialists with a means for agreement on some realistic expectations for the marriage between counseling and testing. (Author)
Descriptors: *Counseling; *National Organizations; *Test Results; *Testing; Testing Programs

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EJ066387 CG505009
The Basis for a Lasting Relationship Between Tests and Counseling
Layton, Wilbur L.
Measurement and Evaluation in Guidance, 5, 3, 403-407 Oct 1972
Language: ENGLISH
Goldman's conception of the relationship between tests and counseling based on his remarks in an article in volume 4 of this journal is rejected because of the surplus meaning in the marriage analogy. (Author)
Descriptors: *Counseling; *Counselor Role; *Test Interpretation; *Testing; *Tests

EJ066049 CG505012
The Career Planning Program-More than a Test Battery
Hanson, Gary R.; Cole, Nancy S.
Measurement and Evaluation in Guidance, 5, 3, 415-419 Oct 1972
Language: ENGLISH
In response to Goldman's allegation in volume 4 of this journal that testing and counseling are not complementary, the author describes the Career Planning Program which represents one attempt to improve the relationship between tests and counseling. (Author)
Descriptors: *Career Counseling; *Career Planning; Counseling; *Counselor Role; Testing; Testing Programs; *Tests

EJ062300 FL502607
Zur Konstruktion von Tests und Testarbeiten im Englischunterricht der Mittelstufe des Gymnasiums (On the Designing of Tests and Test Content in English Instruction at the Intermediate Secondary Level)
Glaap, Albert-Reiner
Neusprachliche Mitteilungen, 24, 4, 212-2[illegible] Nov 1971
Language: ENGLISH
Descriptors: *English (Second Language); Language Proficiency; *Language Tests; Measurement; *Secondary Education; Skill Development; Student Evaluation; *Test Construction; Test Validity; Transfer of Training

EJ058922 CG504572
Social Comparison, Self-Evaluation, and Influence in Counseling
Strong, Stanley R.; Gray, Bonnie L.
Journal of Counseling Psychology, 19, 3, 178-183 May 1972
Language: ENGLISH
The results demonstrated the influence of test scores on self-rating and suggested several variables controlling the effects of social comparisons. (Author)
Descriptors: College Students; *Counseling; *Peer Groups; Performance Factors; Self Concept; *Self Evaluation; Social Status; *Test Results; *Testing

EJ058684 AA512936
Perceptual Screening and Training at the Kindergarten Level
Kimmel, Gene; And Others
Illinois School Research, 8, 3, 24-6 Spr 1972
Language: ENGLISH
Article reports on the testing of several diagnostic measures and a determination of what kinds of instructional groupings produce the most effective results in working with perceptive problems among kindergarten children. (Editor/MB)
Descriptors: Data Analysis; Diagnostic Tests; Experiments; *Grouping (Instructional Purposes); *Kindergarten Children; *Measurement Instruments; *Perceptual Development; *Screening Tests

EJ057562 CG504457
The Detection of Learning Disabilities in the Early School Age Child, Specifically the Kindergarten Child
Uyeda, Florence F.
Journal of School Health, 42, 4, 214-217 Apr 1972
Language: ENGLISH
Descriptors: *Exceptional Child Education; *Kindergarten Children; *Learning Disabilities; Learning Problems; Minimal Brain Dysfunction; Pupil Personnel Services; *School Health Services; *Screening Tests

EJ057178 CG504436
A Sophomore Vocational Counseling and Testing Program
Baniklotes, Paul G.; McCabe, Sheridan P.
Journal of College Student Personnel, 13, 3, 273 May 1972
Language: ENGLISH
Descriptors: *Career Counseling; College Students; *Program Evaluation; *Student Personnel Services; *Testing

EJ052272 RE503727
Factor Analytic Study of the Developmental Test of Visual Perception and the Metropolitan Readiness Test
McKinney, James D.
Perceptual and Motor Skills, 33, 2 pt2, 1331-34 Dec 1971
Language: ENGLISH
Descriptors: Child Development; *Comparative Analysis; *Factor Analysis; *Kindergarten Children; Measurement Instruments; *Perception Tests; Performance Factors; *Reading Readiness Tests; Verbal Ability; Visual Perception

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EJ051334 RE503514
Portable Rod-and-Frame Test as a Measure of Cognitive Style in Kindergarten Children
Dreyer, Albert S.; And Others
Perceptual and Motor Skills, 33, 3, 775-81 Dec 1971
Language: ENGLISH
Descriptors: Cognitive Development; *Cognitive Processes; *Kindergarten Children; *Measurement Techniques; *Perception Tests; Performance Factors; Sex Differences; Visual Perception
Identifiers: *Rod and Frame Test

EJ051328 CG504004
Tests and Counseling: The Marriage That Failed
Goldman, Leo
Measurement and Evaluation in Guidance, 4, 4, 213-220 Jan 1972
Language: ENGLISH
Suggestions for change include development of new kinds of tests, higher standards for both tests and test users, and collaboration by test authors, publishers, and counselors within AMEG in an effort to prevent a complete dissolution of the marriage between tests and the counseling process. (Author)
Descriptors: *Counseling; Counselor Qualifications; Prediction; *Test Results; *Test Selection; Test Validity; *Testing; *Testing Problems

EJ050360 TM500459
The Concurrent Validity of the Sprigle School Screening Readiness Test for a Sample of Preschool and Kindergarten Children
Seda, Maria S. A.; Michael, Joan J.
Educational and Psychological Measurement, 31, 4, 995-97 W 1971
Language: ENGLISH
Descriptors: *Kindergarten Children; *Predictive Validity; *Preschool Children; *Screening Tests; Student Placement; *Test Validity
Identifiers: *Sprigle School Readiness Screening Test

EJ048090 CG503796
Group Administration of the Bender Gestalt
Jacobs, Jon C.
Psychology in the Schools, 8, 4, 345-346 Oct 1971
Language: ENGLISH
Administration of the BG in a group situation provided as much, and as reliable, information as did individual administration. Besides the economy, it provided an opportunity to observe the individual child's functioning as a member of a peer group, both in relation to it and in conjunction with it. (Author)
Descriptors: *Diagnostic Tests; *Group Testing; Individual Testing; *Intelligence Tests; *Kindergarten Children; *Testing; Tests

EJ047551 TE201576
A Multi-Sensory Approach for Teaching Spelling
Kuhn, Jerry N.; Schroeder, Howard H.
Elementary English, 48, 7, 865-9 Nov 1971
Language: ENGLISH
Procedures and conclusions drawn from their investigation to determine the effectiveness of using both the visual and auditory sensory modes, as opposed to using only the auditory mode, when the procedure of having children check their own tests is utilized as part of spelling instruction. (Author/RB)
Descriptors: *Diagnostic Tests; *Elementary Education; Perceptual Development; *Performance Tests; Pretests Posttests; *Spelling Instruction; *Teaching Methods

EJ046964 VT502943
What Criteria Are Used to Guide Students into Vocational Education?
Souch, S. G.
Canadian Vocational Journal, 7, 3, 10-13 Sep 1971
Language: ENGLISH
Descriptors: Aptitude; *Career Counseling; Career Guidance; School Counseling; *Success; *Testing; *Vocational Education
Identifiers: *Canada

EJ044705 PS501329
A Pilot Investigation of the Effects of Training Techniques Designed to Accelerate Children's Acquisition of Conservation of Discontinous Quantity
Feigenbaum, Kenneth D.
Journal of Genetic Psychology, 119, 13-23 Sep 1971
Language: ENGLISH
Descriptors: *Conservation (Concept); Kindergarten Children; Preschool Children; *Role Playing; Tables (Data); *Testing; *Training

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EJ044146 CG503511
The Effects of Three Modes of Test Administration on the Reading Achievement Scores of Fifth Graders
Johnson, Gary L.; Hummel, Thomas
Elementary School Guidance and Counseling, 6, 1, 21-26 Oct 1971
Language: ENGLISH
The study concludes that nonstandard examiner behavior of the type studied can increase the scores of some students. Students' percentile ranks and grade equivalent can change solely as a function of examiner behavior. (Author)
Descriptors: *Achievement; Elementary Education; Elementary School Students; *Examiners; *Performance; *Reading Tests; School Guidance; Standardized Tests; *Testing

EJ041720 CG503197
Use of the Psychological Screening Inventory in a University Counseling Service
Schoon, Craig G.; Stahmann, Robert F.
Journal of Counseling Psychology, 18, 3, 367-368 Jul 1971
Language: ENGLISH
The instrument yielded highly significant discriminations between clients with personal adjustment and vocational educational problems. It was concluded that the Psychological Screening Inventory could give useful diagnostic information to counselors. (Author)
Descriptors: Counseling; *Counseling Services; *Diagnostic Tests; Guidance Centers; Psychological Evaluation; *Psychological Testing; *Screening Tests

EJ037862 RE502669
Verbal and Non-Verbal Measures of Self-Concept Among Kindergarten Boys and Girls
Ozehosky, Richard J.; Clark, Edward T.
Psychological Reports, 28, 1, 195-99 Feb 1971
Language: ENGLISH
Descriptors: Cognitive Processes; *Kindergarten Children; *Measurement; *Nonverbal Tests; Perception; *Self Concept; Sex Differences; Test Validity; Verbal Development; *Verbal Tests

EJ037705 CG502854
Some Resentments and Fears of Pre Service Teachers
Welter, Paul R.
Journal of the Student Personnel Association for Teacher Education, 9, 3, 81-87 Spr 1971
Language: ENGLISH
Typescript excerpts from group counseling sessions suggest that schools of education need to pitch their teaching and testing at higher cognitive levels. Giving primary attention to the bare knowledge or memory level is not only ineffective but also an unnecessary source of resentment among students. (Author)
Descriptors: Failure; Fear; *Group Counseling; *Student Teachers; *Teacher Education; *Teacher Educators; *Testing Programs

EJ036195 AA509217
Adolescent Personality Growth as a Function of a Counselor-In-Training Program
Sterk, Sam
Adolescence, 6, 21, 93-106 Spr 1971
Language: ENGLISH
Descriptors: *Adolescents; *Counseling Services; *Hypothesis Testing; *Personality Development

EJ036149 VT502352
Constructive Guidance
Wymer, Ivor; Bonell, Ray
Education and Training, 13, 3, 78-79 Mar 1971
Language: ENGLISH
Outlines a guidance system for students in construction courses. (SB)
Descriptors: Academic Ability; *Building Trades; *Construction (Process); *Guidance Programs; Student Characteristics; *Testing
Identifiers: *Great Britain

EJ036142 AA509421
The Effects of Counseling on Retarded Readers
Lawrence, D.
Educational Research, 13, 2, 119-24 Feb 1971
Language: ENGLISH
Descriptors: *Counseling; *Experimental Groups; *Hypothesis Testing; *Reading Difficulties; Tables (Data)

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EJ035885 CG502651
An Evaluation of the Effect of Pretesting Orientation on GATB Scores
Ziegler, Elwood
Journal of Employment Counseling, 8, 1, 31-36 Mar 1971
Language: ENGLISH
Described is a pretesting orientation program designed to place disadvantaged applicants in a more competive position in terms of test taking skills by developing (1) an understanding of why different kinds of tests are used, and (2) procedures to be used in teaching basic mechanics of good test taking skills. (BY)
Descriptors: *Aptitude Tests; *Career Guidance; *Disadvantaged Youth; Employment Services; Goal Orientation; Job Applicants; *Testing; *Testing Programs; Tests

EJ034815 TE201192
English in Western Australia: A Survey
Bennett, B. H.; Hay, J. A.
English in Australia, 15, 39-43, 45-9 Jan 1971
Language: ENGLISH
Descriptors: *English Curriculum; Government Role; *Kindergarten; Reading Programs; *Secondary Schools; Teacher Education; *Tests
Identifiers: *Australia (Western Australia)

EJ034522 CG502661
Acquiescence Response Style and the Vocational Development Inventory
Crites, John O.
Journal of Vocational Behavior, 1, 2, 189-200 Apr 1971
Language: ENGLISH
The possible effects of acquiescence response style upon endorsement of items in the Vocational Development Inventory-Attitude Scale were investigated. It was concluded that responses to the VDI-Att are not significantly affected by acquiescence; rather, it was hypothesized that they can be conceptually related to discrimination learning processes. (Author)
Descriptors: *Career Counseling; *Career Development; College Students; Conditioning; *Discrimination Learning; *Responses; Situational Tests; *Testing

EJ034083 RE502368
Word Recognition Tests: Are They Useful Beyond Grade Three
Froese, Victor
Reading Teacher, 24, 5, 432-38 Feb '1971
Language: ENGLISH
Descriptors: Cognitive Processes; *Comparative Testing; *Elementary Education; Learning Processes; Reading Achievement; *Reading Research; *Test Validity; Verbal Development; Word Lists; *Word Recognition

EJ033683 CG502482
The Effect of Kindergarten Experience upon IQ Test Performance
Buck, Carol; And Others
Psychology in the Schools, 8, 1, 62-64 Jan '1971
Language: ENGLISH
The main purpose of this investigation was to study the impact of kindergarten upon the IQ test performance of young children. Results indicate that kindergarten experience has a positive influence upon test performance. (Author)
Descriptors: Children; *Early Childhood Education; *Intelligence Quotient; *Intelligence Tests; *Kindergarten; Kindergarten Children; *Preschool Education; Testing

EJ033304 VT502213
An Evaluation Tool for IA
Shimberg, Benjamin
American Vocational Journal, 46, 2, 69-72 Feb '1971
Language: ENGLISH
Discusses the development of the New Cooperative Industrial Arts Tests which are designed for use at the junior high school level. (SB)
Descriptors: *Evaluation Methods; *Industrial Arts; *Junior High Schools; Norms; *Student Evaluation; Test Construction; *Tests

EJ033265 CG502474
Relationships between the Schenectady Kindergarten Rating Scales and First Grade Achievement and Adjustment
Tobiessen, Jon; And Others
Psychology in the Schools, 8, 1, 29-36 Jan '1971
Language: ENGLISH
This report is a summary of an evaluation of the predictive efficacy of profiles derived from a kindergarten rating scale. (Author)
Descriptors: *Early Childhood Education; *Kindergarten Children; Prediction; *Predictive Measurement; Preschool Education; *Preschool Evaluation; *Preschool Tests; Primary Education

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EJ032654 AA508428
Self-Oriented Sentence Completion Responses and Reported Personal Biographical Data
Weigel, Richard G.; McKinney, Fred
Journal of Educational Research, 64, 5, 201-2 Jan '1971
Language: ENGLISH
Descriptors: *Counseling Services; *Psychological Testing

EJ031284 AA508186
Achievement, Acceptance, and Adjustment of Fourth and Sixth Grade Children with and without Kindergarten Experience
Zachary, Lillian B.
Research Journal (University of Maryland), 1, 2, 5-9 Nov '1970
Language: ENGLISH
Descriptors: *Achievement Tests; *Comparative Analysis; *Elementary School Students; *Kindergarten; *Social Adjustment

EJ031065 AA508185
The Effects of Environmental Stimulation
Moyer, Joan; Kunz, Jean
Research Journal (University of Maryland), 1, 2, 1-4 Nov '1970
Language: ENGLISH
Descriptors: *Environmental Influences; *Intelligence Tests; *Kindergarten Children; *Responses

EJ028998 RE502138
Three Frostig Visual Perception Sub-Tests and Specific Reading Tasks for Kindergarten, First, and Second Grade Children
Leibert, Robert E.; Sherk, John K.
Reading Teacher, 24, 2, 130-37 Nov '1970
Language: ENGLISH
Descriptors: Auditory Discrimination; *Kindergarten; *Perception Tests; *Primary Education; *Reading Readiness; Test Construction; *Test Validity; Word Recognition

EJ028554 VT501953
Problems With Junior College Accounting
Deakin, Edward B., III
Journal of Business Education, 46, 2, 57-58 Nov '1970
Language: ENGLISH
The problem of accounting failures will not be solved until improved counseling and a flexible programming mark the accounting phase of business education. (JS)
Descriptors: *Accounting; *Achievement; Career Planning; *Counseling; *Course Content; *Testing; Two Year Colleges

EJ025230 HE600067
After GCE: O and F?
Allen, G. C.
Univ Quart, 24, 3, 231-42 Sum '1970
Language: ENGLISH
The British secondary school curriculum is so overloaded with specializations for preparing students to pass the college admissions examination that general education is in jeopardy. (IR)
Descriptors: *College Admission; Curriculum Problems; *Higher Education; Measurement; *Secondary Education; Specialization; *Test Construction; *Testing

EJ025128 CG501789
The Personal Interaction Coding Inventory
Bierman, Ralph
J Counc Assn Univ Stud Personnel Serv, 5, 1, 14-17 Spr '1970
Language: ENGLISH
This article discusses the Personal Interaction Coding Inventory (PICI), a system for simultaneously studying the active and affective conditions blended into one person's responses to another. (Author/EK)
Descriptors: *Counseling; *Interaction; Interaction Process Analysis; *Interpersonal Relationship; *Psychotherapy; Research; *Testing

EJ023749 RE501764
Effects of Certain Subject Variables on Stanford-Binet Item Performance of Five-Year-Old Children
Larsen, Mary Juhan; Allen, Jerry C.
Psychol Rep, 26, 3, 975-84 Jun '1970
Language: ENGLISH
Descriptors: Community Size; *Intelligence Tests; *Kindergarten Children; Measurement Techniques; *Performance Factors; Racial Factors; Sex Differences; Socioeconomic Status; *Southern Schools
Identifiers: *Stanford Binet Intelligence Scale

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EJ023712 AA506697
The EPPS Norms: Reevaluation a Necessity
Kinnick, Bernard C.; Nelson, Theodore M.
J Exp Educ, 38, 4, 37-9 Sum '1970
Language: ENGLISH
Descriptors: *College Students; *Personality Assessment; *Psychological Testing; *School Counseling; *Self Concept
Identifiers: Edwards Personal Preference Schedule

EJ023711 AA506672
Guidance Testing and the Individualized Program of Studies
Jung, Steven M.
Educ, 90, 3, 227-31 Feb-Mar '1970
Language: ENGLISH
Test scores reflect students' abilities in the specific areas examined. The use of these scores in an educationally meaningful way can result in improved guidance services. (CK)
Descriptors: *Academic Ability; *Guidance Programs; *Individualized Instruction; *Student Characteristics; *Testing Programs; *Test Results
Identifiers: Project PLAN; *Project Talent

EJ022852 AA506875
Differences between Counseled and NOn-Counseled Students on the MMPI
Non-Counseled David G.; Robb, George P.
J Clin Psychol, 26, 3, 391-3 Jul '1970
Language: ENGLISH
Descriptors: *College Students; *Counseling Services; *Psychological Testing; *Statistical Analysis

EJ022828 EA500588
If I Have But One Life to Live, Let Me Live It Above the Median
Gran, Eldon E.
Nat Elem Princ, 49, 6, 53-54 May '1970
Language: ENGLISH
Points out some of the meaninglessness of statistical measures of pupils' performances. (DE)
Descriptors: Class Average; *Educational Testing; *Elementary Education; *Grades (Scholastic); *Scoring

EJ022625 AA506929
Educational Change in Europe
Holmes, Brian
Educ Leadership, 27, 4, 343-5 Jan '1970
Language: ENGLISH
Descriptors: *Educational Change; *Educational Objectives; *Leadership; *Secondary Education; *Tests
Identifiers: *Europe

EJ021410 EA500554
The Day the Consultant Looked at Our Grading System
Simon, Sidney; And Others
Phi Delta Kappan, 51, 9, 476-479 May '1970
Language: ENGLISH
A fictional account of the grading practices of a high school faculty. (MF)
Descriptors: Class Activities; *Fiction; *Grading; *High Schools; Intelligence Quotient; Social Class; Student Participation; *Testing; Test Reliability

EJ020949 RE501533
Perceptual Structuring: Cognitive Style Differences in the Perception of Ambiguous Stimuli
Nebelkopf, Edwin B.; Dreyer, Albert S.
Percept Mot Skills, 30, 2, 635-39 1970 Apr.1970
Language: ENGLISH
Descriptors: Comparative Testing; *Grade 1; *Kindergarten Children; Males; *Perception Tests; Responses; Visual Discrimination; *Visual Perception
Identifiers: *Childrens Embedded Figures Test

EJ019960 CG501455
The Test, the Time, and the Teacher
Nearine, Robert J.
Meas Evaluation Guidance, 2, 4, 214-216 1970 Win.1970
Language: ENGLISH
This study deals with (1) what kinds of test information were required by the teacher to adequately answer classroom questions, and (2) how this information could be better used to point out individual student strengths and weaknesses. An analysis of test scores revealed critical areas of informational weaknesses used as the basis of inservice training. (Author)
Descriptors: Counselors; Diagnostic Tests; *Inservice Teacher Education; *Junior High Schools; *Measurement Instruments; *Teachers; Test Interpretation; Testing; *Tests

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EJ018641 AA505984
School Sizes as a Factor of School Expenditure
Rosenberg, Neal E.
J Secondary Educ, 45, 3, 135-42 1970 Mar.1970
Language: ENGLISH
The results of this study indicate that the most feasibly sized high school from an economic standpoint is a small one of approximately four to five hundred students. (CK)
Descriptors: *Data Analysis; *High Schools; *Hypothesis Testing; *School District Spending; *School Size

EJ016575 AA505064
Differential Perceptions of the School Counselor's Role
Ford, Blake; Kozley, P. W.
Alberta J Educ Res, 15, 4, 245-53 1969 Dec.1969
Language: ENGLISH
Descriptors: Analysis of Variance; Concept Formation; *Counselor Role; *Hypothesis Testing; Role Perception; *School Counselors; *Secondary Education; *Self Concept; *Student Attitudes; Student Problems
Identifiers: Canada

EJ012755 RE500766
Changes in Self Estimates of Psychological Attributes as a Function of the Direction of Discrepancies Between Initial Estimates and Reported Test Scores
Jacobs, Alfred; Maas, Jeannette
Psychol Rep, 25, 2, 359-62 1969 Oct.1969
Language: ENGLISH
Descriptors: Career Counseling; Cognitive Processes; College Students; *Counseling Services; Educational Counseling; Interests; *Males; *Psychological Characteristics; *Psychological Testing; *Self Evaluation

EJ011699 RE500736
Relations Among Five Basic Tests of Behavior
Sabatino, David A.; Becker, John T.
Percept Mot Skills, 29, 2, 487-90 1969 Oct.1969
Language: ENGLISH
Descriptors: *Behavioral Science Research; *Behavior Patterns; *Comparative Analysis; *Elementary Education; Learning Theories; Memory; Performance Factors; Psychoeducational Methods; *Psychological Testing; Visual Perception

EJ011670 CG500804
Tests Should Make a Difference
Goldman, Leo
Meas Evaluation Guidance, 2, 1, 53-59 1969 Spr.1969
Language: ENGLISH
Descriptors: *Behavior Change; *Counseling Effectiveness; Counselor Role; Evaluation; Feedback; Individual Differences; Self Concept; *Test Interpretation; *Testing Programs; *Tests

EJ009123 CG500632
Issues and Dialogue
Nelson, Richard C.; Frey, David H.
Elem Sch Guidance Counseling, 4, 1, 59-63 1969 Oct.1969
Language: ENGLISH
Descriptors: Conceptual Schemes; *Counselor Role; Data Collection; *Elementary Education; *Models; Psychological Testing; Relationship; *School Counselors; Staff Role; *Testing; *Testing Programs

EJ006700 AA502375
Assessment of Mathematical Concepts of Five-Year-Old Children
Schwartz, Anthony N.
J Exp Educ, 37, 3, 67-74 1969 Spr.1969
Language: ENGLISH
Descriptors: Ability Identification; Academic Ability; *Achievement Tests; Group Testing; *Kindergarten Children; *Mathematical Concepts; Student Characteristics; *Student Evaluation; Testing; Test Reliability
Identifiers: *Schwartz Early Mathematics Inventory

EJ006528 RE500260
Level of Abstraction in the Written Compositions of Children Varying in Intelligence and Age
Tillman, M. H.
Psychol Rep, 24, 419-24 1969 Apr.1969
Language: ENGLISH
Descriptors: *Cognitive Tests; *Elementary Education; *Intelligence; *Research; *Writing Skills

EJ003286 CG500220
Screening Kindergarten Children: A Review and Recommendations
Rogolsky, Maryrose M.
J Sch Psychol, 7, 2, 18-27 1968-69.1968
Language: ENGLISH
Descriptors: *Emotional Disturbances; *Kindergarten Children; Learning Disabilities; Learning Problems; *Methods; *Prediction; Rating Scales; *Screening Tests; Visual Learning

DIALOG INFORMATION SERVICES, INC.

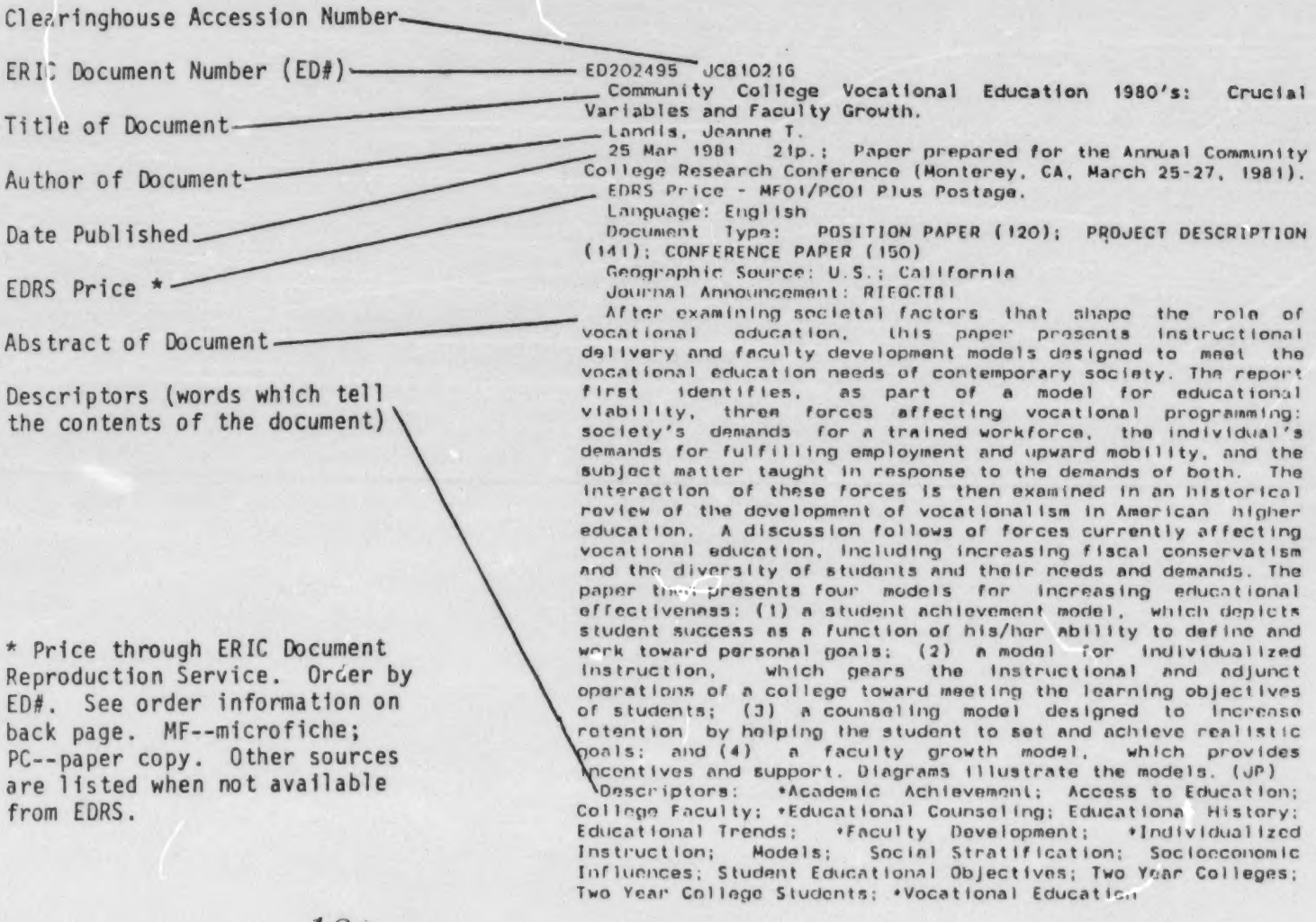
EJ001805 CG500118
On the Firing Line: Psychological Testing
Treible, Reed R.
J Coll Placement, 29, 3, 74-80 1969 Feb Mar.1969
Language: ENGLISH
Descriptors: *Career Counseling; Job Placement; Placement; *Psychological Testing; Questionnaires; *Recruitment; *Student Attitudes; *Test Validity

EJ001527 RE500004
Evaluation of a Readiness Training Program
Wingert, Roger C.
Reading Teacher, 22, 4, 325-28 1969 Jan.1969
Language: ENGLISH
Descriptors: *Kindergarten; *Perceptual Motor Coordination; *Reading Readiness; *Reading Readiness Tests; *Reading Research

EJ001518 CG500079
Effectiveness of Delacato Treatment with Kindergarten Children
Stone, Mark; Pielstick N.L.
Psychol Sch, 6, 1, 63-68 1969 Jan.1969
Language: ENGLISH
Descriptors: *Behavior Theories; *Kindergarten Children; *Learning; *Parent School Relationship; *Reading Tests; Research Design; Statistical Analysis
Identifiers: Delacato Treatment

FORMAT OF

RESOURCES IN EDUCATION (RIE)



ED202495 JC810216

Community College Vocational Education 1980's: Crucial Variables and Faculty Growth.

Landis, Jeanne T.

25 Mar 1981 21p.; Paper prepared for the Annual Community College Research Conference (Monterey, CA, March 25-27, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: POSITION PAPER (120); PROJECT DESCRIPTION (141); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIEOCT81

After examining societal factors that shape the role of vocational education, this paper presents instructional delivery and faculty development models designed to meet the vocational education needs of contemporary society. The report first identifies, as part of a model for educational viability, three forces affecting vocational programming: society's demands for a trained workforce, the individual's demands for fulfilling employment and upward mobility, and the subject matter taught in response to the demands of both. The interaction of these forces is then examined in an historical review of the development of vocationalism in American higher education. A discussion follows of forces currently affecting vocational education, including increasing fiscal conservatism and the diversity of students and their needs and demands. The paper then presents four models for increasing educational effectiveness: (1) a student achievement model, which depicts student success as a function of his/her ability to define and work toward personal goals; (2) a model for individualized instruction, which gears the instructional and adjunct operations of a college toward meeting the learning objectives of students; (3) a counseling model designed to increase retention by helping the student to set and achieve realistic goals; and (4) a faculty growth model, which provides incentives and support. Diagrams illustrate the models. (JP)

Descriptors: *Academic Achievement; Access to Education; College Faculty; *Educational Counseling; Educational History; Educational Trends; *Faculty Development; *Individualized Instruction; Models; Social Stratification; Socioeconomic Influences; Student Educational Objectives; Two Year Colleges; Two Year College Students; *Vocational Education

* Price through ERIC Document Reproduction Service. Order by ED#. See order information on back page. MF--microfiche; PC--paper copy. Other sources are listed when not available from EDRS.

123

ED221592 TM820629

Results of the Atlanta Public Schools' 1981 Achievement Testing Program. Report No. 16-5.

Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.

Mar 1982 296p.; For related document, see TM 820 628 and ED 210 665.

EDRS Price - MF01/PC12 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEFEB83

The Atlanta Public Schools administer a systemwide achievement testing program annually to assess the academic progress of students enrolled in kindergarten through the eleventh grades. The 1981 administration of the California Achievement Tests revealed evidence that test-level assignments have improved. The regular education students were tested within two levels of their grade placement. The percent of students scoring at or below the chance level was lower than it has been since that index has been reported (1975). Provisions were made for testing of special education students while eliminating those scores from school and system summaries. Seventy percent of the special education students participated in the 1981 testing program. Scores continued to improve at every level. Kindergarten and first grade scores exceeded the national norm in every subtest area; second-grade scores were above the national norm on Total Reading, Total Mathematics, and Test Composite. In Reading, 43 percent of students enrolled in grades 1 through 8 scored at or above the national norm. In Mathematics, 47 percent of these students scored at or above the national norm. These figures represent an increase since 1980 of 12 percentage points in Reading and 14 percentage points in Mathematics. (PN)

Descriptors: Achievement Tests; *Elementary Secondary Education; Mathematics Achievement; Reading Achievement; *School Districts; Scores; *Testing Programs; *Test Results

Identifiers: *Atlanta Public Schools GA; *California Achievement Tests

ED221591 TM820628

Atlanta Public Schools' 1980 Achievement Testing Program: A Year of Test Adoption. Report No. 16-4.

Atlanta Public Schools, GA. Div. of Research, Evaluation, and Data Processing.

Feb 1982 57p.; For related document, see TM 820 629 and ED 210 665.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEFEB83

This document reports on the procedures and results of the Atlanta Public Schools (APS) testing program in changing from the Iowa Tests of Basic Skills (ITBS), administered to grades 1 through 7 from 1973-79, to the California Achievement Tests (CAT), Form C, administered in Spring 1980 to provide a continuous testing program from the elementary through secondary grades. The ITBS, CAT, Metropolitan Achievement Tests (MAT), and SRA Achievement Series were reviewed and evaluated on 18 criteria, the foremost being compatibility with the APS curriculum. The CAT was selected. An equating study using the method of equi-percentile equating of scores was utilized to determine the relationship of scores between the 1971 edition of ITBS and the 1978 edition of CAT. It was found that correlations for the two tests were higher for the on-level cells, and that the correlations for Mathematics were higher than those for Reading Comprehension. In 1980 the CAT test battery and the ITBS Reading Comprehension subtest were administered. Score conversions produced equivalent results only for the second grade. The first grade CAT scores were equivalent to the national norm; other grades scored below the national norm. Reading Vocabulary scores were particularly low. The highest scores occurred in Spelling. (PN)

Descriptors: Achievement Tests; *Elementary Secondary Education; Equated Scores; Mathematics Achievement; Reading Achievement; School Districts; *Testing Programs; Test Results; *Test Selection; Test Use; *Test Validity

Identifiers: *Atlanta Public Schools GA; California Achievement Tests; Iowa Tests of Basic Skills; Test Curriculum Overlap; Test Equivalence

ED221274 PS013044

Chapter 766 Mandated Kindergarten Screening: Educational Planning for Children at Risk.

Hunt, Barbara M.; And Others

1981 11p.; Paper presented at the Annual Spring Conference of the New England Educational Research Organization, Inc. (Lenox, MA, April 29-May 1, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Massachusetts

Journal Announcement: RIEFEB83

Briefly described in this paper are the screening process and intervention strategies used by the Quincy, Massachusetts, public school system since 1977 to identify children at risk for school failure due to special needs. Mention is made of a current longitudinal follow-up study designed to assess the usefulness and accuracy of the risk categories in the screening process and the effectiveness of intervention strategies. The low incidence of high- and moderate-risk students is said to be due to two preschool programs: the Chapter 766 preschool program and the Title I Early Childhood Program. (RH)

Descriptors: *High Risk Persons; Incidence; *Intervention; *Kindergarten Children; Primary Education; Program Effectiveness; *Remedial Instruction; *Screening Tests; State Programs

Identifiers: Chapter 766 (Massachusetts); Elementary Secondary Education Act Title I

ED220515 TM820532

Trends in the DoD High School Testing Program and the Supplementary Use of Commercial Test Information. Final Report.

Lee, Gus C.; And Others

Human Resources Research Organization, Alexandria, Va.

Apr 1982 155p.; Prepared for the Military Enlistment Processing Command and the United States Army Recruiting Command.

Sponsoring Agency: Department of the Army, Washington, D.C.

Report No.: HumRRO-FR-MPAD-82-2

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); RESEARCH REPORT (143)

Geographic Source: U.S.; Virginia

Journal Announcement: RIEJAN83

The number of schools and students tested in the Department of Defense (DoD) High School Testing Program has declined since the program reached its peak in the school year 1974-75. Telephone interviews with school counselors indicated that the decline was due to school-related difficulties of test administration, lack of student interest, and the lack of usefulness of the test for civilian counseling. The major purpose of the program is to assist military recruiting operations by furnishing a list of contacts, prospects and leads. A secondary purpose is to provide the school with a test that is useful for civilian as well as military career counseling. The use of commercial tests to supplement the Armed Services Vocational Aptitude Battery (ASVAB) may result in more leads to recruiters than can be furnished by the ASVAB program alone. The commercial tests identified as suitable for use are the Career Planning Program of the American College Testing Program, the Differential Aptitude Test of the Psychological Corporation, and the American College Testing Assessment Program. A large-scale pilot test is planned for 1982 to determine the cost-effectiveness of the commercial tests and the impact on the number of schools that administer the ASVAB and the number of students who participate. (Author/PN)

Descriptors: *Armed Forces; *Career Guidance; Educational Trends; High Schools; *High School Students; Recruitment; Testing Problems; *Testing Programs; *Test Use; Vocational Aptitude

Identifiers: *Armed Services Vocational Aptitude Battery

DIALOG INFORMATION SERVICES, INC

ED220487 TM820500
Issues in the Next Decade of Secondary and Postsecondary Educational Assessment.
Ferguson, Richard L.
Mar 1982 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, New York, NY, March 19-23, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070); POSITION PAPER (120)
Geographic Source: U.S.; Iowa
Journal Announcement: RIEJAN83
A number of forces are likely to contribute to future issues in educational assessment: (1) reduction in government resources, (2) financial pressures broadening the diversity of post-secondary applicant pools; (3) adult student emergence at the post secondary level; (4) concern with accountability of schools and educators; (5) strengthening of the relationship between education and work; and (6) capability and availability of technology in education. A discussion of these six factors and how they relate to students, educators and the public (those involved with educational assessment) is presented. Students of all ages repeatedly indicate high interest in educational and vocational decision help. Schools will continue to face the "standards" issue. The concern of standards regarding student performance will also be apparent through public scrutiny of schools and cause an increase in educational accountability. Emphasis on educational standards may result in the effective use of extant measurement tools through the integration of these measures into the instructional process. The concern of the public for educational quality has resulted in the growth of "minimum competency" testing for students and the adoption by many states of stringent standards for teacher educational programs. (Author/PN)
Descriptors: Academic Standards; Accountability; *Educational Assessment; *Educational Trends; Minimum Competency Testing; *Postsecondary Education; *Secondary Education; State Standards; *Testing

ED220478 TM820481
High School Competency Test Standards and the Definition of Competence.
Jaeger, Richard M.
Mar 1982 16p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, March 20-22, 1982).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120); EVALUATIVE REPORT (142)
Geographic Source: U.S.; North Carolina
Journal Announcement: RIEJAN83
The implicit definition of competence and the inferential chain that links the standard-setting process to the decision outcomes of the method are considered for two classes of standard-setting procedures: those involving data-free judgments of items and those involving data-based judgment of items. The major underlying assumptions of competence include its existence as a unique construct or trait of adults, that one way to attain competence is through 12 years of formal schooling and graduation, that competence is possessed in greater and lesser degrees, and that it is measurable. The construct definition as a standard for measurement of competence and the validation of standard-setting procedures are discussed in relation to the standard-setting methods of Angoff, Nedelsky and Jaeger. The lack of validation of standard-setting procedures and lack of evidence of construct validity in tests of competence standards are described as factors inhibiting the selection of a method based on superior validity or procedures. (CM)
Descriptors: *Competence; *Evaluation Methods; Graduation Requirements; *High Schools; Minimum Competencies; *Minimum Competency Testing; *Standards; Student Certification; Test Validity
Identifiers: Angoff Methods; Jaeger Method; Nedelsky Method; *Standard Setting

ED218453 CE031899
Canadian Counsellor. Special Edition on Employment Counselling = Conseiller Canadien. Edition Speciale sur le Counselling d'Emploi.
Paquin, Andre, Ed.
Canada Employment and Immigration Commission, Ottawa (Ontario). Occupational and Career Analysis and Development Branch.; Canadian Guidance and Counselling Association, Edmonton (Alberta).
Journal of the Canadian Guidance and Counselling Association, v15 n1 Oct 1980
Oct 1980 102p.
Available from: The Editor, Canadian Counsellor, Dept. of Educational Psychology, 6-138F Education II, The University of Alberta, Edmonton, Alberta T6G 2G5 ($4.00).
EDRS Price - MF01/PC05 Plus Postage.
Language: English; French
Document Type: SERIAL (022); POSITION PAPER (120)
Geographic Source: Canada; Alberta
Journal Announcement: RIEDEC82
Government: Foreign
This special edition on employment counseling contains a series of articles demonstrating some of the employment counseling initiatives currently underway in Canada. Included are separate English and French texts of each of the following articles: "The Assessment Component of Employment Counselling: Some Suggestions," by P. J. Patsula and J. E. Boyle; "A Problem Solving Approach to Group Employment Counselling," by W. A. Borgen and N. E. Amundson; "Certification in Testing Programs," by M. I. Bezanson, G. Busque, P. Jean, and A. J. Monsebraaten; "The Audio-Tape Recording of Counselling Sessions," by W. R. Andrews and C. F. Johnston; "The Use of Self-Estimated Aptitudes in Employment Counselling," by J. A. G. Booth and M. S. Laurin-Dumas; "A Model, Specifications, and Sample Items for a Measure of Career Adaptability in Young Blue Collar Workers," by E. G. Knasel; and "Canadian Work-Related Values," by M. C. Casserly. (MN)
Descriptors: Blue Collar Occupations; *Career Counseling; Counseling; *Counseling Objectives; *Counseling Services; *Counseling Techniques; *Counseling Theories; Counselor Certification; Counselor Characteristics; Counselor Qualifications; Educational Practices; *Employment Counselors; Group Counseling; Measurement Techniques; Personality Traits; Problem Solving; Self Evaluation (Individuals); Testing Programs; Values; Vocational Adjustment; Work Attitudes
Identifiers: *Canada

ED218331 TM820372
Survey of ITED Testing Programs in Iowa High Schools.
Forsyth, Robert A.
Iowa Testing Programs, Iowa City.
Mar 1982 28p.
Report No.: ITP-RR-8
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Iowa
Journal Announcement: RIENOV82
A statewide survey of ITED testing programs was conducted to provide more useful materials to test users, better services to Iowa high schools, and to enable high schools to improve the effectiveness of their ITED programs. A two-part questionnaire was developed and sent to the testing directors of 429 public and private high schools in November, 1980 and January, 1981. Conclusions drawn from the survey results were that Iowa high schools are generally satisfied with ITED testing programs. There were indications that student motivation for taking tests could be better. It is believed that a major factor influencing student motivation is the attitude of teachers toward the tests. Testing directors who would like their teachers to have a more positive attitude toward testing should consider adopting a method to distribute ITED scores to teachers as soon as scores become available, providing help to the teachers in the interpretation and use of scores, and informing teachers regarding the administrators' and counselors' use of test scores. (PN)
Descriptors: *High Schools; *Program Effectiveness; Research Reports; Standardized Tests; *State Surveys; Student Motivation; Teacher Attitudes; *Testing Programs
Identifiers: *Iowa

DIALOG INFORMATION SERVICES, INC

ED215429# EA014551
Developing a Word Analysis Skill Inventory for Diagnosing and Evaluating Reading Problems of Middle School Students.
O'Brien, Michael L.
National Middle School Association, Fairborn, Ohio.
1981 11p.; Paper included in "Middle School Research. Selected Studies 1981" (EA 014 544). For related documents, see EA 014 544-554.
Available from: Not available separately; see EA 014 544.
Document Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Illinois
Journal Announcement: RIESEP82
The Emory Word Analysis Skill Inventory (EWASI) was developed to diagnose individual word analysis skill abnormalities exhibited by students enrolled in private tutoring in the Emory University (Georgia) Reading Center. In the EWASI, 13 subscales contain three broad categories--consonants, vowels, and word structure. The goal, however, is to represent word analysis skill as a single dimension while partitioning out the subscales and subgroups for the purpose of diagnosing specific reading abnormalities. The calibration sample for two EWASI forms was 156 students enrolled in the Emory Reading Center during the 1978-80 school years. The test items were investigated for item invariance; results indicated that the hierarchy of word analysis skill items calibrated on the EWASI remained invariant across time, form, instruction, and sex. The test items were also examined for reliability and validity. A case study of an actual student is used to demonstrate the utility of the test and to help the reading tutor focus on the basic, non-statistical method of recording and interpreting test results. Charts and tables illustrate the text. (Author/MLF)
Descriptors: *Difficulty Level; Intermediate Grades; Junior High Schools; *Middle Schools; Reading Difficulties; *Reading Tests; Statistical Analysis; Tables (Data); *Test Construction ; *Test Interpretation; *Test Items; Test Reliability; Test Validity
Identifiers: Emory University GA; *Emory Word Analysis Skill Inventory

ED214674 PS012776
Kindergarten Early Entrance Identification Manual.
Schmidt, Monica; And Others
Washington Office of the State Superintendent of Public Instruction, Olympia. Div. of Instructional and Professional Services.
1981 48p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; Washington
Journal Announcement: RIEAUG82
Government: State
This manual, a product of the Washington State Early Entrance Identification Committee, was designed to offer technical assistance to the school districts of Washington State. Its primary objective is to provide information to those districts seeking assistance in the identification of the exceptionally able child who does not meet the age criteria for entry into a kindergarten program. Included in the manual are a list of commonly asked questions regarding early entrance identification programs, recommendations for avoiding discriminatory practices, a list of available screening devices (in a matrix form), and samples of early entrance policies and procedures from districts with existing programs. Copies of sample procedures and policies are appended. (Author/MP)
Descriptors: *Early Admission; Evaluation Methods; *Gifted; Guidelines; *Identification; *Kindergarten Children; Primary Education; *School Policy; *Screening Tests; State School District Relationship; State Standards

ED213726 TM820030
ACER Spelling Test: Years 3-6. Handbook.
Australian Council for Educational Research, Hawthorn.
1981 39p.; Test comprises Test Cards, Answer Sheets, Class Analysis Charts, and Handbook; Class Analysis Charts are herein excluded due to oversized pages.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: TEST, QUESTIONNAIRE (160)
Geographic Source: Australia; Victoria
Journal Announcement: RIEJUL82
The Australian Council for Educational Research (ACER) Spelling Test is designed to measure levels of achievement in spelling and comprises Test Cards, Answer Sheets, Class Analysis Charts and Handbook. The test itself is divided into four parts, one part for each of years 3 through 6 with each part consisting of 50 words. Directions for administering the test and for interpreting the scores are provided. Brief guidelines for diagnosis of spelling problems and suggestions for follow-up remediation strategies are also provided. (Author/AL)
Descriptors: *Achievement Tests; *Elementary Education; Grade 3; Grade 4; Grade 5; Grade 6; Scores; *Scoring; *Spelling; *Testing; *Test Interpretation; Test Norms
Identifiers: *Australian Council for Educational Research; Percentile Ranks

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ED208662 FL012580

Evaluation of the Bilingual Kindergarten Program, St. Joseph Elementary School, Town of Mount Royal. Second Progress Report.

Buteau, M.; Gougeon, H.

McGill Univ., Montreal (Quebec). Faculty of Education.

Aug 1981 80p.

Sponsoring Agency: Quebec Dept. of Education, Quebec.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); PROJECT DESCRIPTION (141)

Geographic Source: Canada; Quebec

Journal Announcement: RIEMAR82

As part of an on-going evaluation study of the bilingual program at St. Joseph Elementary School in Quebec, Canada, this document reports on its operation during the 1980-81 school year. During this year, pupils in grade one followed a modified social studies program through French, while pupils in kindergarten followed a revised edition of the bilingual kindergarten program. Progress of the two programs was monitored informally through class visits and periodic meetings with teachers, administrators, and parent representatives. Verbal and written comments on objectives, activities, and material were solicited from each teacher as well as from two outside consultants. The focus of the evaluation, however, was on students' performance. A major portion of the report is devoted to a detailed description of testing instruments, and to the analysis and discussion of test results. Both standardaized and non-standardized tests were used, and their results are documented in the "Tables" section at the end of the report. Questionnaires and forms addressed to teachers and parents are appended. (MES)

Descriptors: Bilingual Schools; *English; *French; Grade 1; *Kindergarten; Observation; Primary Education; *Program Evaluation; Questionnaires; *Testing

Identifiers: *Bilingual Programs; French Speaking; Quebec

ED208052 TM810801

City-Wide Summaries, City-Wide and District Performance Distributions, Kindergarten through Grade Twelve. 1978-79 Philadelphia City-Wide Testing Program, February 1979 Achievement Testing Program. Report No. 8004.

Grosswald, Jules

Philadelphia School District, Pa. Office of Research and Evaluation.

Sep 1979 161p.

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: STATISTICAL MATERIAL (110)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEFEB82

Basic skills achievement test results of pupils in the Philadelphia School District, based upon the February 1979 Philadelphia City-Wide Testing Program involving kindergarten through grade 12, are reported. The city and district performance distributions show the combined percentages of pupils in scoring within various national percentile rank ranges. In addition to a report summary, graphs of results, summary tables of city-wide results, and comparison tables for the city and each of the eight administrative districts are provided. (Author/GK)

Descriptors: *Achievement Tests; *Basic Skills; Educational Assessment; *Elementary Secondary Education; Local Norms; *Scores; *Testing Programs

Identifiers: California Achievement Tests; *Philadelphia School District PA; Stanford Early School Achievement Test

ED 212 157 FL 012 763

Seidner, Stanley S.

Language Assessment at Post Secondary Institutions.

Eastern Michigan Univ., Ypsilanti.

Spons Agency—National Inst. of Education (ED), Washington, D.C.

Pub Date—81

Note—13p.; Published as part of the Ethnoperspectives Project. For volumes 1 and 2 of that project, see ED 200 005 and 203 663. For related documents, see FL 012 738 and FL 012 740-769.

Available from—Not available separately. See FL 012 738.

Pub Type— Opinion Papers (120) — Information Analyses (070)

Document Not Available from EDRS.

Descriptors—*Bilingual Teachers, College Second Language Programs, *Competency Based Teacher Education, *Language Proficiency, Literature Reviews, Postsecondary Education, *Testing

Identifiers—Bilingual Programs

This paper gives an overview of issues related to language assessment of prospective bilingual education teachers who are enrolled in postsecondary institutions. The review indicates that, generally, little has been done on the establishment of entry/exit level criteria for language assessment. Where criteria exist, they are viewed in terms of the overall teacher preparation process. This review and discussion is followed by an analysis and discussion of data from a study conducted by the RMC Corporation. Concerns that need to be addressed deal with: (1) the decisionmaker on entry/exit criteria; (2) who should conduct the actual assessment of target languages; (3) the relationship between the experience of decisionmakers in programs and choices; (4) the extent to which public school, community sector, and faculty other than the program personnel are included in the process; (5) opportunities offered for upgrading target language skills; and (6) the relationships between these opportunities and opportunities for language use in educational experiences. These concerns are treated in connection with the data from the RMC study. (AMH)

DIALOG INFORMATION SERVICES, INC

ED207988 TM810569

198[illegible] Local Option Testing Manual. Wisconsin Pupil Assessment Program.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.

1981 33p.

Report No.: WSDPI-Bull-1192

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: CLASSROOM MATER,AL (050)

Geographic Source: U.S.; Wisconsin

Journal Announcement: RIEFEB82

Government: State

The Wisconsin Pupil Assessment Program is a testing service which provides the State of Wisconsin with: (1) a measure of student performance in selected academic areas by developing objective-referenced tests in reading, mathematics, economic understanding, and writing; (2) a comparison of Wisconsin public school students to the rest of the nation in mathematics, reading, and language by administering a standardized norm-referenced test; and (3) a description of student scores over a period of years by reporting annually trends in performance on the above-mentioned tests. Further, the service allows public and private schools who voluntarily use its products and processes to administer the objective-referenced tests used for purposes of statewide assessment. An overview of these statewide tests is provided and the test objectives in mathematics, reading, writing, and economic understanding are listed. All tests are identified with specific grade levels, but they can be administered at other levels. A general discussion on whether to test all students or select a random sample is given. Guidelines for the setting of performance standards for test objectives are provided and five methods which might be used are described. (AL)

Descriptors: *Academic Standards; *Criterion Referenced Tests; Economics; *Elementary Secondary Education; Mathematics ; Norm Referenced Tests; *Performance; Reading; Sampling; Scores; *State Programs; *Testing Programs; Writing (Composition)

Identifiers: *Wisconsin Pupil Assessment Program

ED207677 PS012360

Early Identification System: Year Two. Research Report 80-15.

Stennett, R. G.; Earl, L. M.

London Board of Education (Ontario).

[1979 10p.; For related document, see PS 012 359.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142)

Geographic Source: Canada; Ontario

Journal Announcement: RIEFEB82

Government: Foreign

During the academic year 1978-79, school teams implemented a newly developed early identification system in all kindergarten and grade one classes in London, Ontario schools. After analysis and revision of the system, the internal consistency and concurrent validity of the process and a test of its short-term predictive validity were investigated. During the academic year 1979-80, the revised early identification system was applied in all kindergarten, grade one, and grade two classes. Results of this application were used to assess the internal consistency and concurrent validity of the system over a two-year period. School team ratings for the years 1978-79 and 1979-80 for those students who were in kindergarten or grade one during 1978-79 were compared. On the basis of the degree of agreement between the school team ratings and (1) the speech and language teachers' screening results, (2) the application of the resource allocation formula used with the Learning Resource System, and (3) the degree to which team ratings followed expected patterns with respect to students' grade, sex, and month of birth, it was concluded that the changes introduced have had relatively minor effects on the internal consistency and concurrent validity of the revised early identification system. (Author/MP)

Descriptors: Age Differences; Foreign Countries; *Grade 1; *Identification; *Kindergarten; Language Acquisition; Mathematics; Primary Education; Reading; *Reliability; *Screening Tests; Sex Differences; *Test Validity

Identifiers: Canada; Ontario (London)

DIALOG INFORMATION SERVICES, INC

ED206899 CE030056

Impact Research Focusing on Mildly Mentally Handicapped Students in Secondary Vocational Consumer and Homemaking Programs in Minnesota.

Fedje, Cheryl G.; And Others

Pennsylvania State Univ., University Park. Div. of Occupational and Vocational Studies.

Sep 1981 96p.

Available from: Division of Occupational and Vocational Studies, University Park, PA 16802 ($5.00).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: EVALUATIVE REPORT (142); RESEARCH REPORT (143); TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Pennsylvania

Journal Announcement: RIEFEB82

A study was undertaken to develop valid and reliable test instruments for mildly mentally handicapped students enrolled in consumer and homemaking subject matter areas--child development/parenting, nutrition, and consumer education. Following a literature search and identification of subject matter concepts, a pool of four-option multiple-choice test items was generated for tests in each of the three subject areas. Tests were then constructed and administered to a total of 138 mildly mentally handicapped students currently enrolled in vocational high schools throughout Minnesota (of these 26 were enrolled in child development/parenting, 34 in nutrition, and 13 in consumer education). The control group consisted of another 65 mildly mentally handicapped students who had not taken a course in the specific content areas being tested. In addition, 182 regular students were also tested. Analysis of test results indicated that while the child development/parenting test favors those who had taken the course, the other two tests appeared to favor those who had not taken courses in those areas. Recommendations called for revising the format of the tests, additional research incorporating participants' IQ or reading scores, and developing and testing additional instruments. (The tests are appended.) (MN)

Descriptors: Child Development; *Consumer Education; *Diagnostic Tests; Educational Diagnosis; Educational Needs; Guidelines; *Home Economics; Homemaking Skills; Mainstreaming; *Mild Mental Retardation; Models; Needs Assessment; Nutrition; *Secondary Education; Student Evaluation; *Test Construction; Test Validity; Vocational Education

Identifiers: *Minnesota; Parenting

ED205384 SE035433

Preparation and Validation of a Videotaped Test of Conservation Suitable for Grade 6 Students in Jamaica.

Isaacs, Patricia A.

1981 18p.; Contains occasional marginal legibility, particularly in the Appendix.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: EVALUATIVE REPORT (142); TEST, QUESTIONNAIRE (160)

Geographic Source: Jamaica

Journal Announcement: RIEDEC81

Described is the development and validation of a test designed to assess the cognitive levels of Jamaican sixth graders. Instead of the usual clinical procedure, a 30-minute videotaped test was designed in order to standardize variables associated with the test's administration. The film presented situations involving seven conservation concepts including liquid quantity, solid quantity, weight, displaced volume, and horizontality. Following a trial run, the test was administered to 586 urban and rural sixth graders. Reliability and validity were examined through a test-retest procedure, factor analysis, and comparison with the results of a clinical test. The filmed test met the desired criteria. Appended is a description test situation depicted on the videotape. (WB)

Descriptors: Cognitive Development; *Cognitive Tests; *Conservation (Concept); *Elementary Education; Elementary School Mathematics; Elementary School Science; Evaluation; *Mathematics Education; *Science Education; *Test Construction; Test Validity

DIALOG INFORMATION SERVICES, INC.

ED204542 CE029452
Validation of NOCTI Instruments Using Vocational Education Completers of Florida Comprehensive High Schools. Final Report (April 9, 1979-June 30, 1980).
Hill, Raymond; Klein, Raymond S.
University of South Florida, Tampa. Coll. of Education.
1981 23p.
Sponsoring Agency: Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: EVALUATIVE REPORT (142); RESEARCH REPORT (143)
Geographic Source: U.S.; Florida
Journal Announcement: RIEDEC81

A study examined the feasibility of adopting National Occupational Competency Testing Institute (NOCTI) examinations for use by completers of vocational programs in Florida comprehensive high schools. A total of 34 candidates in five occupational areas (architectural drafting, carpentry, plumbing, small engine repair, and welding) at four comprehensive high schools were given NOCTI tests. Scores revealed that the students could have come from a population of journeymen based on their performance tests. However, with the exception of small engine repair, student scores in the related information area appear weak. On four of the performance tests and one of the written exams the average student scores were high enough to meet Florida teacher standards. In programs tested, the average performance score achieved by students in comprehensive high schools on five exams exceeded by a substantial margin the average scores achieved by area vocational technical students. Analysis of student scores suggests that with the exception of the performance exam for carpentry, the other performance exams might be usable. Also, while the written exam for small engine repair seemed appropriate for high school use, all other written exams appeared too comprehensive for vocational preparatory students. (MN)

Descriptors: *Achievement Tests; Architectural Drafting; Carpentry; Graduate Surveys; *High School Graduates; *High Schools; Plumbing; *Test Validity; *Vocational Education; Welding
Identifiers: *Florida; National Occupational Competency Testing Institute; *National Vocational Teacher Competency Exams

ED204411 TM810485
A Review of the Literature on Test Use.
Lazar-Morrison, Charlotte; And Others
California Univ., Los Angeles. Center for the Study of Evaluation.
Aug 1980 32p.
Report No.: CSE-R-44
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; California
Journal Announcement: RIENOV81

This report was developed in the Test Use Project at the Center for the Study of Evaluation. The general goal of the project is to examine and describe the features and applications of tests and other assessment methods that contribute to the improvement of instruction. It is, therefore, examining the nature of current assessment practice, the kinds of information such practice yields, the factors influencing the use of the information, the kinds of uses made, and the costs associated with assessment. The first phase of the project (December 1979 to November 1981) consists primarily of a national survey of teachers and principals on the kind of issues suggested above. The design of the phase 1 national survey has been influenced by a variety of project planning activities. This report deals with one of these activities--a review of the literature on test use. This document integrates the literature reviewed and is intended to be selective rather than exhaustive. The focus is on: (1) the nature of current testing practices; (2) factors influencing the use of test results; and (3) costs associated with testing. (Author/GK)

Descriptors: Educational Finance; *Elementary Secondary Education; *Instructional Improvement; *Literature Reviews; Minimum Competency Testing; Standardized Tests; Teacher Attitudes; Teacher Education; Teacher Made Tests; *Testing; Test Results
Identifiers: Center for the Study of Evaluation CA; *Test Use

DIALOG INFORMATION SERVICES, INC

ED204402 TM810416

Choosing Passing Scores for Tests Required for High School Graduation.

McLarty, Joyce R.

15 Apr 1981 40p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Los Angeles, CA, April 14-16, 1981).

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; California

Journal Announcement: RIENOV81

Educators were asked to read a description of a minimum proficiency test required for high school graduation and select a cutoff score for it. The 24 descriptions used were formed as all possible combinations of a test content, a level of student performance, a penalty for failing the test, and a community response to the test. Of the 223 educators responding, 35% selected the median cutoff score of 70%. Student performance and test content were ranked the most important considerations in selecting the passing score, followed by penalty for failure and, last, community response. Analysis of variance on the cutoff score of the fully-crossed four-factor design yielded a single significant effect; the student performance by community response interaction. Post hoc contrasts indicated that a lowering of the passing score for poor student performance in the presence of community opposition was the major contributor to the effect. (Author/GK)

Descriptors: *Cutting Scores; *Graduation Requirements; *High Schools; *Minimum Competency Testing; Scoring; *Standards

ED204368 TM810354

Two Tennessee Studies of Kindergarten Relationships to Grade Retention and Basic Skills Achievement: A Comparison of Grade Retention and of Basic Skills Test Scores of Pupils Who Did and Who Did Not Attend Kindergarten.

Woodruff, Bobby J.

Appalachia Educational Lab., Charleston, W. Va.; Tennessee State Dept. of Education, Nashville.

Nov 1980 21p.

Sponsoring Agency: National Inst. of Education (ED), Washington, D.C.

Report No.: AEL-003

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; West Virginia

Journal Announcement: RIENOV81

Results of the Tennessee Basic Skills Test administered statewide to more than 64,000 grade 8 pupils in April 1980 demonstrate that achievement of pupils with kindergarten background is superior to that of non-kindergarten pupils in mathematics, spelling, language, and reading. The effect was greater for mathematics and language than for reading and spelling. The test assessed achievement with respect to 50 of the 80 objectives defined by Tennessee as minimal basic skills competencies. A separate study of a sample of nearly 6,000 pupils, grades 5-8, revealed that the incidence of retention in grade (non-promotion) is considerably less for pupils with kindergarten background than for pupils without it. The cost of the differential retention incidence is estimated to be nearly $2.5 million annually in Tennessee. (Author/RL)

Descriptors: *Academic Achievement; Basic Skills; *Educational Assessment; Elementary Education; Grade 8; *Grade Repetition; *Kindergarten; *Minimum Competency Testing; Program Costs; *Program Effectiveness

Identifiers: *Tennessee

DIALOG INFORMATION SERVICES, INC

ED202897 TM810322

Measurement Concomitants of Competency-Oriented Instruction.

Popham, W. James

Apr 1980 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (64th, Boston, MA, April 7-11, 1980).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)

Geographic Source: U.S.; California

Journal Announcement: RIEOCT81

Six measurement-related problems which face educators attempting to implement minimum competency-oriented instruction (MC-OI) are isolated. They are: (1) choosing appropriate competencies to measure; (2) acquiring appropriate tests; (3) setting standards for MC-OI; (4) selecting suitable sanctions; (5) providing equidifficult examination opportunities; and (6) linking competency tests to norm-referenced measures. Strategies are suggested for coping with each problem. When choosing competencies to measure, the media must be informed well in advance of the test-taking just what rationale underlies the selection of competencies. Teachers need tests chosen which provide cues for instructional decision-making. Whether standard-setting is to be considered a matter only for professional judgment, or a matter for community judgment, should be made clear at the outset to all those involved in the competency program. In an effort to avoid litigation from disgruntled parents of students who fail to pass a minimum competency test, some administrators are devising a system of including various kinds of endorsements on its diplomas. The Rasch model provides a solution to the test equating problem. Although it seems sensible to have a local criterion-referenced competency test satisfy federal requirements for norm-referenced tests, complexities and legal difficulties must first be overcome. (RL)

Descriptors: *Administrative Policy; Equated Scores; Graduation Requirements; *High Schools; *Minimum Competency Testing; *Program Implementation; Standards; *Testing Problems; Test Selection

ED202593 PS012195

A Pre-School Screening Examination and a Public School.

Hutchins, Elizabeth J.

Apr 1981 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Los Angeles, CA, April 13-17, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; New Hampshire

Journal Announcement: RIEOCT81

The consequences of using a preschool screening program in a public school, especially in relation to the teacher's activities, are examined in this case study. A small, rural New England elementary school served as the field site. Data collection activities included observing two days of the preschool screening clinic, observing the kindergarten for 40 hours over a 5-month period, interviewing the study participants, and interviewing 19 external informants. Analysis of the data isolated eight consequences of using a preschool screening program: (1) community legitimacy of the kindergarten program increased as a result of adopting the complex, externally developed screening program; (2) though initially the teacher was intimidated by the complexity of the program, ultimately her self-confidence was buoyed by the increased legitimacy of the program; (3) curriculum content was highly correlated with screening examination content; (4) the pace, sequence, and quantity of the curriculum that individual children received was often governed by the screening program; (5) the screening program contributed to the valuing of the more measurable educational objectives; (6) the screening program contributed to the valuing of direct instruction more than other available teaching methods; (7) children's and parents' initial impressions of schooling were related to the screening program; (8) the program enabled the school district to meet selected state and federal regulations. (Author/JA)

Descriptors: Case Studies; *Educational Practices; *Kindergarten; Kindergarten Children; Preschool Tests; Primary Education; *School Community Relationship; *Screening Tests; *Teacher Response

Identifiers: *Screening Programs; Testing Effects

DIALOG INFORMATION SERVICES, INC.

ED201389 PS012129

Predicting Academic Performance from Printing Errors in Kindergarten.

Simner, Marvin L.

Apr 1981 19p.; A preliminary version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Boston, MA, April 2-5, 1981).

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: Canada; Ontario

Journal Announcement: RIESEP81

Form errors, but not reversal errors, generated when kindergarten children printed reversible letters and numbers, were associated with teachers' judgments of children's academic performance at the end of kindergarten and throughout Grade 1. Three samples totaling 166 non-repeating kindergarten children (79 male, 87 female) were drawn from eight kindergarten classes distributed among seven schools. All of the children were native English speakers. Each child was asked individually to print from memory immediately after a 2.5-second exposure to each of 41 reversible letters and numbers shown one at a time in random order on either slides or flash cards. Results support previous findings that left-right reversal errors have limited utility for identifying children with potential learning problems. It is concluded that the largely overlooked category of form error could prove useful as an aid in early screening programs. The possibility that form errors stem from the child's lack of familiarity with letters and numbers and/or a short attention span suggests that programs designed to focus attention on and provide drill with language based materials are appropriate for early interventions. (Author/RH)

Descriptors: *Academic Achievement; Foreign Countries; *Handwriting; *Identification; Intervention; *Kindergarten Children; Primary Education; *Screening Tests

Identifiers: *Canada; Form Errors (Handwriting); *Reversal Tendency

ED201380 PS012100

Ready or Not: A Report of the 1979 Statewide Readiness Test Administration and Results.

Meredith, Vana H.; And Others

South Carolina State Dept. of Education, Columbia.

Oct 1980 73p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; South Carolina

Journal Announcement: RIESEP81

Government: State

The selection, administration and results of a statewide school readiness test in South Carolina are described in this report. As one component of South Carolina's Basic Skills Assessment Program, the "Cognitive Skills Assessment Battery" (CSAB) was chosen to distinguish those children who are ready for the formal first grade curriculum from those who are not and to assist South Carolina teachers in determining the individual developmental needs of each child. The process of establishing a standard or cut-off score for the CSAB is explained. A brief description of the statewide administration of the readiness test and an interpretation of the test scores are given. Statewide results are presented for the total group tested and for subgroups that differed on the variables of sex, educational experience as a 5-year-old, lunch program participation, repeater status, and age. Briefly described in the last section are follow-up activities conducted to: (1) assess local educators' problems with the CSAB; (2) identify changes which occurred locally as a result of the adoption of the state kindergarten objectives and the administration of the first grade readiness test; and (3) survey the key features of local readiness programs planned for 1980-81. Among the appendixes are a list of the state kindergarten objectives and the interview questions and results from the survey of kindergarten and first grade teachers. (Author/JA)

Descriptors: *Kindergarten Children; Primary Education; *School Readiness Tests; Scores; Standardized Tests; Testing; *Testing Programs; *Test Interpretation; Test Selection

Identifiers: *Cognitive Skills Assessment Battery; Department of Education; South Carolina; *South Carolina Statewide Testing Program

DIALOG INFORMATION SERVICES, INC

ED197829 PS011964
Mathematical Thinking in Kindergarten. Mt. Druitt Early Childhood Project Evaluation Report, Number 8.
Healey, Muriel
Macquarie Univ., North Ryde (Australia). School of Education.
Oct 1980 43p.
Sponsoring Agency: Bernard Van Leer Foundation, The Hague (Netherlands).; New South Wales Dept. of Education, Sydney (Australia).; New South Wales Health Commission, Sydney (Australia).
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143); EVALUATIVE REPORT (142)
Geographic Source: Australia; New South Wales
Journal Announcement: RIEJUN81

This study assesses the abilities of kindergarten children who attended the Mt. Druitt Early Childhood Project (MDECP) in Australia to apply logical processes to mathematic problems not generally found in the classroom. The mathematical abilities of 56 children enrolled in one of the MDECP's five programs (competency, cognitive, behaviorist, contemporary, and home-base) were compared with the mathematical abilities of 33 non- preschool experience children on seven different tasks (representation and memory, matrix, number operations, number patterns, conservation of number, measurement, and symmetry). In general, results indicated fairly consistent trends in favor of the preschool children, but most of these differences were not statistically significant. The only significant differences between the two groups were found in responses to problems in number operations and number patterns tasks. The most significant difference was found in the responses to the measurement task. The two programs which contributed to most of the variance were the behaviorist and contemporary programs. Significant sex differences related to the matrix reconstruction tasks were found (girls made more error than boys). Implications for the teaching and assessment of the children's mathematical abilities are discussed. (Author/MP)

Descriptors: Comparative Analysis; Early Childhood Education; *Early Experience; Foreign Countries; *Kindergarten Children; *Logical Thinking; *Participant Characteristics; *Program Effectiveness; Program Evaluation; *Quantitative Tests; Sex Differences
Identifiers: *Australia; Mount Druitt Early Childhood Project

ED193362 UD020664
Detroit Public Schools Educational Components.
Detroit Public Schools, Mich.
9 Nov 1976 46p.; Prepared by the Office of the General Superintendent and the Division of Educational Services. Tables may be marginally legible due to broken print. For a related document see UD 020 658.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Michigan
Journal Announcement: RIEFEB81

In 1975 the City of Detroit Public Schools were ordered by the United States District Court to improve educational services in order to eliminate vestiges of past discrimination. To this end, the school system obtained Emergency School Aid Act and State monies to fund four educational components: reading and communication skills, inservice training, testing, and guidance and counseling. This report presents a summary budget of the four co-funded educational components and then briefly describes each of the components. Each description includes a summary of program activities and shows how the activities will be implemented in elementary, middle, and secondary schools. A time line for program implementation is included for each component. (MK)

Descriptors: *Communication Skills; *Desegregation Methods; Educational Improvement; Elementary Secondary Education; *Guidance; *Inservice Teacher Education; Program Descriptions; *Reading Skills; *Testing
Identifiers: *Detroit Public Schools MI; Emergency School Aid Act 1972

ED193236 TM800550

Performance of Exceptional Students on the North Carolina Minimum Competency Test, 1978-1979. Final Report.

McKinney, James D.; And Others

North Carolina Univ., Chapel Hill. Frank Porter Graham Center.

31 May 1980 138p.

Sponsoring Agency: North Carolina State Dept. of Public Instruction, Raleigh.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; North Carolina

Journal Announcement: RIEFEB81

Factors influencing the performance of handicapped students on the North Carolina Minimum Competency Test (Fall, 1978 administration) were analyzed. Educably mentally handicapped (EMH) and learning disabled (LD) students represented 83% of the 3,043 handicapped students who took the Fall, 1978 test. A questionnaire was designed to collect the following data from random samples of the EMH and LD groups: (1) test modifications employed; (2) history of special education services; and (3) remediation efforts in the Spring for those students who failed the test in the Fall. Only the section on test modifications was used for all other handicaps (i.e., hearing impaired, visually impaired, multiple handicap, and other) in order to determine their relationship to the passage rate. Data on student handicap, race, parent education level, and local school district were obtained from State Department of Public Instruction data tapes. The following conclusions were made: (1) procedures used to classify students as handicapped by local schools were inadequate; (2) better guidelines for the use of test modifications were required; and (3) the student characteristics of ability level, current performance level in reading and math, race, and parent education were related to successful performance on the test. (RL)

Descriptors: Basic Skills; Cutting Scores; *Disabilities; *Graduation Requirements; *High Schools; Labeling (of Persons); Learning Disabilities; Mild Mental Retardation; *Minimum Competency Testing; Remedial Programs; *Special Education; State Programs; Student Characteristics; *Testing Problems; Testing Programs; Test Results

Identifiers: *North Carolina

ED192821 JC790569

Design and Implementation of a Human Development Program at Northwest Alabama Junior College.

Conrad, Delora P.

5 May 1979 83p.; Ed. D. Practicum, Nova University

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PRACTICUM PAPER (043); PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Alabama

Journal Announcement: RIEFEB81

The Student Advancement in Learning (SAIL) project was instituted at Northwest Alabama State Junior College (NASJC) to increase the retention of high risk students through a combination of courses and services in the areas of academic and personal development, career exploration, individual counseling, and financial aid. During the planning stages of the project, the literature dealing with the application of learning theories and testing instruments in programs designed to aid underprepared students was reviewed; the strengths and weaknesses of NASJC's current developmental services were examined; and an improved program was designed within the limits of a $50,000 grant. Objectives for each of the program's five developmental areas were then established, focusing on the improvement of basic skills through existing courses, the provision of personal potential courses to enhance motivation and self-esteem, the acquisition and dissemination of career information materials, the establishment of two full-time counseling positions, and increased efforts to inform students of financial aid opportunities. SAIL's implementation involved a pilot project and the gradual integration of SAIL's courses and services into the college's programs. The project report, in addition to describing the planning and implementation of SAIL, examines the instruments to be used in evaluating new students. (JP)

Descriptors: Basic Skills; Career Counseling; Career Exploration; *Counseling Services; *Developmental Studies Programs; Educational Diagnosis; *High Risk Students; Individual Development; Literature Reviews; Program Development; Program Evaluation; *Program Implementation; *Remedial Instruction; School Holding Power; Self Concept; Student Attrition; Student Financial Aid; Testing Programs; Two Year Colleges

DIALOG INFORMATION SERVICES, INC

ED192141 CE026738

Skills for Adult Guidance Educators. Package 11: Selecting Assessment Instruments.

Underhill, Jane, Ed.

Northwest Regional Educational Lab., Portland, Oreg.

Apr 1975 34p.; For related documents see CE 026 726-739.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: Northwest Regional Educational Laboratory, Office of Marketing, 710 S.W. Second Ave., Portland, OR 97204 ($4.25; complete set of fourteen volumes, $61.00)

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: INSTRUCTIONAL MATERIAL (051); TEACHING GUIDE (052)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEFEB81

This package is the eleventh of twelve in the Skills for Adult Guidance Educators (SAGE) system, which provides instruction in a set of necessary competencies specifically designed for adult education counselors, teachers, and paraprofessionals. The materials provide a process for developing and implementing counseling and guidance programs unique to different target populations, program settings, and local conditions. Contents include four modules that pertain to one role statement. The role statement describes the trainee objective to demonstrate ability to assist adult students in educational program planning. Each module contains some or all of the following information: topic, learning objective, rationale, preassessment, learning activities, postassessment, and appended materials (supplemental activities, tape transcripts, and articles). (YLB)

Descriptors: *Adult Counseling; Adult Education; Behavioral Objectives; Career Counseling; Career Guidance; Counseling Services; *Counselor Training; Guidance Programs; Learning Activities; *Measures (Individuals); Pretests Posttests; Program Development; Program Implementation; Skills; *Student Educational Objectives; *Testing; Test Norms; *Test Selection

ED189333 CE025694

New Hampshire Vocational English as a Second Language Project. Final Report.

Flemming, Donald N.; Ankarberg, Mark R.

Keene State Coll., N.H.

30 Jun 1980 93p.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; New Hampshire

Journal Announcement: RIEDEC80

The purpose of the New Hampshire Vocational English as a Second Language Project was to develop and disseminate a model program to serve limited English speaking individuals in New Hampshire's Vocational Education programs. Phase 1 identified the target population of students in grades K-12 through teacher surveys, and of out-of-school populations through contacts with social and religious organizations, adult education personnel, and key individuals in the community. Selected administrative and instructional personnel in the Nashua School District were interviewed to determine their awareness of the needs of the limited English proficient population and to procure their support for project activities. Phase 2 involved implementation of the model program developed at the end of phase 1. Its five basic components were (1) testing for placement and instructional planning; (2) career counseling for junior and senior high school students; (3) instructional programming for junior and senior high school students; (4) staff development in testing English as a Second Language, cross-cultural career counseling, and modification of English as a Second Language programs to include vocational vocabulary and concepts; and (5) curriculum library development. Phase 3 consisted of dissemination. (Appendixes include instruments for identification of target populations, summary of project activities, and ten student profiles.) (YLB)

Descriptors: Adult Education; *Career Counseling; Cross Cultural Training; Demonstration Programs; Elementary Secondary Education; *English (Second Language); French; *Inservice Teacher Education; Non English Speaking; Portuguese; Resource Materials; Spanish Speaking; Staff Development; *Testing; *Vocabulary; *Vocational Education

Identifiers: Limited English Speaking; New Hampshire (Keene); New Hampshire (Nashua)

DIALOG INFORMATION SERVICES, INC

ED188443 FL010937

Assessment of Readiness for Primary French Immersion: Kindergarten Follow-Up Assessment.

Trites, R. L.; Price M. A.

Ontario Dept. of Education, Toronto.

1979 232p.; For related document, see ED 159 931; Some tables may be difficult to read due to small type size.

Available from: Ontario Government Bookstore, 880 Bay Street, Toronto, Ontario M7A 1L2, Canada ($5.00)

EDRS Price - MF01/PC10 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: Canada; Ontario

Journal Announcement: RIENOV80

A program for early identification of children who are a high risk for failure in a primary French immersion program was undertaken in Ontario, Canada. As the last year of a three-year project, the investigation was designed to identify a set of variables predictive of success or failure in the primary program. The predictive validity of measures obtained during the four-year-old kindergarten program in English was assessed in terms of criterion measures of academic achievement in English and French obtained in the five-year-old kindergarten French immersion program. Criterion measures were proficiency measures administered in both French and English, classroom behavior ratings, and parent ratings. Of the 200 children who were selected to undergo the Early Identification Assessment Battery in the spring of 1977, 184 were retested in the spring of 1978 using the Kindergarten Follow-up Assessment Battery. Important differences were found at the four-year-old kindergarten level for groups of high and low achievers formed on the basis of French comprehension percentile scores. Differences were also found among achievement groups formed on the basis of teachers' ratings of five-year-old kindergarten pupils. Follow-up assessments are planned for the spring of the grade one program. Sample questionnaires and rating forms are appended. (SW)

Descriptors: *Ability Identification; Academic Achievement; English; *French; *Immersion Programs; *Kindergarten Children; Listening Comprehension; Longitudinal Studies; Parent Attitudes; Predictor Variables; Primary Education; *Screening Tests; *Second Language Instruction; Student Behavior; Student Evaluation

Identifiers: *Ontario

ED187427 PS011345

Screening and Assessment of Kindergarten Children with Developmental Risks.

Moore, C. Rochelle; Sunal, Cynthia S.

[1978 29p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; West Virginia

Journal Announcement: RIEOCT80

This paper reports the implementation of teacher-made, early education screening practices and materials for identifying pre-kindergarten and kindergarten children with developmental risks. A total of 105 children were screened in the spring of 1979 using screening tests devised by the researcher, another kindergarten teacher and a special education teacher. Children were assessed in 15 skill areas, including visual and auditory memory, closure and comprehension, language, gross motor balance, self control, cognitive ability, visual and auditory discrimination, fine motor skills, laterality, and body image. Those children scoring poorly in an area, or areas, were rescreened in the fall of 1979. Children scoring consistently below average were observed in the classroom to determine if further diagnosis was necessary. Nine of 43 children were referred for diagnosis. It was found that a child who performed low in certain skill areas as measured by the screening device, exhibited deficiencies in the same skill areas in the classroom. Of the nine students diagnosed, five whose evaluations had been compelted showed similarities in screening and diagnostic test performance. However, it was found that poor test scores may not indicate a typical learning problem. Validity of the screening device is discussed. Brief profiles of the five diagnosed children are provided. (Author/RH)

Descriptors: Action Research; *Educational Diagnosis; *Kindergarten Children; *Learning Problems; *Maturity (Individuals); Preschool Children; Preschool Education; Primary Education; Profiles; *Screening Tests; Student Evaluation; *Teacher Developed Materials; Validity

Identifiers: *Maturation Lag

DIALOG INFORMATION SERVICES, INC

ED187352 JC800165
Career Counseling and Job Placement of Disabled Students at Two-Year Colleges: A Guide.
Katz, David; And Others
City Univ. of New York, N.Y. Inst. for Research and Development in Occupational Education.
Aug 1979 211p.; Several pages in the body of the document, as well as Appendices B through E were deleted due to irreproducibility. Small type may not reproduce well
Sponsoring Agency: New York State Education Dept., Albany. Office of Higher and Professional Education.
Report No.: CASE-17-79
Grant No.: VEA-79-3E-820HA
EDRS Price - MF01/PC09 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; New York
Journal Announcement: RIEOCT80
This six-part guide, drawing upon recent research and development activities at the City University of New York's Center for Advanced Study in Education, presents information on the career development and placement of handicapped students for use by all specialists within a community college student personnel office. After introductory material describing the use of the guide for in-service training, Chapter I discusses personal and vocational counseling services for disabled students, describes vocational assessment and testing systems, and provides a 15-part guide to resources that can be used in the counseling process. Chapter II enumerates guidelines for the job placement of disabled students and describes workshop activities designed to involve area employers. Chapters III and IV discuss common stereotypes which hinder the upward mobility of handicapped employees and present recommendations for the accommodation of job specifications and work tasks to meet the special needs of disabled workers. Chapter V describes simulation exercises for teaching job-seeking skills, and Chapter VI describes methods that can be used in helping handicapped students prepare for job interviews. The appendix includes case studies and an annotated bibliography. (JP)
Descriptors: *Career Counseling; Career Planning; *Community Colleges; Counselor Training; Educational Needs; Employer Attitudes; Employment Interviews; Employment Practices; Employment Problems; Equal Opportunities (Jobs); Hearing Impairments; Individual Counseling; Inservice Education; *Job Placement; Job Search Methods; Neurological Impairments; Occupational Tests; *Physical Disabilities; Resource Materials; Sheltered Workshops; Stereotypes; Testing Programs; Two Year Colleges; *Two Year College Students; Visual Impairments

ED184824 SE030373
User Information for Science Process Measure-Form B.
Sunal, Dennis W.
[1976 17p.; For related documents, see SE 030 370-372. Contains occasional light and broken type.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; West Virginia
Journal Announcement: RIEAUG80
Presented is a Science Process Measure for teachers of science. The instrument consists of 18 items, a response sheet, and an answer key. No data regarding the instrument are provided. (CS)
Descriptors: *Elementary Secondary Education; Evaluation; *Interpretive Skills; *Measures (Individuals); Performance Tests; *Process Education; Science Education; *Science Teachers; Science Tests

ED184823 SE030372
User Information for Science Process Measure-Form A.
Sunal, Dennis W.
[1976 17p.; For related documents, see SE 030 370-373. Contains occasional light and broken type.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; West Virginia
Journal Announcement: RIEAUG80
Presented is a Science Process Measure for teachers of science. The instrument consists of 18 items, a response sheet, and an answer key. No data regarding the instrument are provided. (CS)
Descriptors: *Elementary Secondary Education; Evaluation; *Interpretive Skills; *Measures (Individuals); Performance Tests; *Process Education; Science Education; Science Teachers; *Science Tests

DIALOG INFORMATION SERVICES, INC.

ED182918 EC123091

Tipton Reading Analysis Test: A Criterion Referenced Test for Phonetic and Structural Analysis.

Tipton, Fern S.

Grace School District 148, Idaho. .

[1977 48p.; Includes Teacher's Copy, C. R. Test (Group), C. R. Test (Key); For project final report, teaching manuals, and other tests, see EC 123 081-090. Best copy available.

Available from: School District No. 148, Mainlining Adequacy Project, Grace, ID 83241 (Query source for price)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Idaho

Journal Announcement: RIEJUL80

The document presents a criterion referenced test to help the classroom teacher determine which of several basic phonetic and structural analysis skills the students have mastered. Aspects covered by the test include letter names, consonants and vowels, letter sounds, consonant digraphs, short and long vowel sounds, consonant blends, diphthongs, silent consonants, word families, contractions, syllables, root words, and compound words. (DLS)

Descriptors: *Criterion Referenced Tests; *Elementary Education; *Phonetics; *Reading Skills; *Reading Tests; *Structural Analysis

ED182917 EC123090

Kingston Math Analysis Test. A Criterion Referenced Test for Basic Math Skills Through Fractions.

Kingston, Neldon

Grace School District 148, Idaho.

[1977 20p.; For project final report, teaching manuals, and other tests, see EC 123 081-091. Best copy available.

Available from: School District No. 148, Mainlining Adequacy Project, Grace, ID 83241 (Query source for price)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Idaho

Journal Announcement: RIEJUL80

The document presents a criterion referenced test of basic math skills, including division, multiplication, addition, subtraction, fractions, decimals, time, and measurement. (DLS)

Descriptors: Addition; *Arithmetic; *Basic Skills; *Criterion Referenced Tests; Decimal Fractions; Division; *Elementary Education; Fractions; Multiplication; Subtraction

ED181392 CG014176

Tests and Testing Programs. Searchlight 14+: An Information Analysis Paper, November 1966 through December 1978.

Pritchett, Beverly

ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.

1979 119p.; Not available in paper copy due to marginal legibility of original document.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Available from: ERIC Clearinghouse on Counseling and Personnel Services, 2108 School of Education, University of Michigan, Ann Arbor, MI 48109 ($2.50)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: ERIC PRODUCT (071); BIBLIOGRAPHY (131)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEJUN80

This continuing ERIC/CAPS series, entitled Searchlight Plus, consists of two components: first, an in-depth review of cited materials, including prime issues and trends, and implications for helping professionals; and, second, citations from an ERIC computer search on the topic. Series topics are selected in response to user requests. Presented in the review section are ways in which tests are used; and testing issues, biases, validity and interpretation. (Author/BMW)

Descriptors: Annotated Bibliographies; *Educational Testing; *Evaluation Methods; *Guidance; Research Reviews (Publications); State of the Art Reviews; *Testing Programs; *Tests

DIALOG INFORMATION SERVICES, INC

ED180600 PS011073

Kindergarten in Georgia.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

1979 256p.; A sample plan for 1979-80 is included

EDRS Price - MF01/PC11 Plus Postage.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEMAY80

Government: State

This handbook provides teachers with suggestions for planning, implementing and evaluating programs for kindergarten children. Chapter I briefly outlines child development principles and program characteristics for the kindergarten. Chapter II discusses how teachers can create an environment for learning through scheduling, organizing the teaching process and the physical environment, providing learning centers, developing activity units, and providing for the needs of special children. Chapters III, IV, and V provide guides for promoting, respectively, the affective, physical and intellectual development of kindergarten children. Each chapter discusses goals, provides a child assessment checklist, suggests activities, indicates curriculum resources and contains a checklist for program evaluation. Chapter VI contains guides for increasing home-school communication. Chapter VII describes developmental screening for kindergarten and continuous child evaluation. Appendices provide criteria for evaluating screening and evaluation instruments, lists of instruments reviewed in the handbook, model letters and announcements, guides for teacher reports to other teachers or parents, definitions of exceptional children, and lists of resources for teachers. A Georgia State Department of Education form for an annual kindergarten plan is included in the handbook. (Author/RH)

Descriptors: Communication Skills; Creative Art; *Curriculum Development; Early Childhood Education; Educational Environment; Family School Relationship; *Formative Evaluation ; Humanistic Education; *Informal Assessment; Intellectual Development; *Kindergarten; Physical Development; *Program Development; Science Education; *Screening Tests; Social Studies

Identifiers: *Georgia

ED174668 TM009573

Proceedings of the Invitational Conference on Testing Problems. (New York, New York, October 29, 1955).

Educational Testing Service, Princeton, N.J.

29 Oct 1955 148p.

EDRS Price - MF01/PC06 Plus Postage.

Language: English

Document Type: CONFERENCE PROCEEDINGS (021)

Geographic Source: U.S.; New Jersey

Journal Announcement: RIEDEC79

The conference focused upon the users of tests in counseling and guidance. The first session centered on multi-factor ability test batteries, with papers on Use of Multi-Factor Aptitude Tests in School Counseling, by Robert D. North; Use of the General Aptitude Test Battery in the Employment Service, by Pauline K. Anderson; Service Tests of Multiple Aptitudes, by Edward E. Cureton; and Logic of and Assumptions Underlying Differential Testing, by John W. French. Papers in the second session considered methods of improving communication of test information. Particular attention was given to the responsibility of the test user for initiating and maintaining communication with the test author and publisher. Papers were given by John W. Gustad on Helping Students Understand Test Information; Alexander G. Wesman on the Obligations of the Test User; and David H. Dingilian on How Basic Organization Influences Testing. The luncheon address was a re-examination of the role of the psychologist in modern society, presented by Morris S. Viteles. The final session reviewed the relative merits of clinical and actuarial approaches to prediction. Participants in the panel were Nevitt Sanford, Charles C. McArthur, Joseph Zubin, Lloyd G. Humphreys, and Paul E. Meehl. (BH)

Descriptors: Adults; *Aptitude Tests; Career Counseling; *Career Guidance; Educational Counseling; Employment Services; Government Employees; Occupational Tests; *Predictive Measurement; Psychological Testing; Psychologists; *Testing Problems; *Test Interpretation; Test Results; Vocational Aptitude

DIALOG INFORMATION SERVICES, INC.

ED174586 SP014477

Elementary Physical Education. Perceptual-Motor Resource Guide. Grades K-8.

Montgomery County Public Schools, Rockville, Md.

1979 78p.

EDRS Price - MF01/PC04 Plus Postage.

Language: English

Document Type: NON-CLASSROOM MATERIAL (055)

Geographic Source: U.S.; Maryland

Journal Announcement: RIEDEC79

This guide contains a motor development diagnostic survey for the use of elementary physical education teachers and classroom teachers. These tests enable teachers to identify specific perceptual motor problems of students. A description is given of activities to be used in establishing individualized instructional programs for remedial purposes. Specific perceptual motor activities included in this guide deal with these areas: body/object spatial relationships; gross motor coordination; directionality; eye-hand coordination; visual-motor coordination; laterality; midline; fine motor coordination; and balance. (JD)

Descriptors: Adapted Physical Education; *Diagnostic Tests; *Elementary Education; Individualized Instruction; Motor Development; *Perceptual Motor Coordination; *Perceptual Motor Learning; *Physical Education; Psychomotor Skills; Remedial Instruction

ED173764# CS004907

Reading Disability Prevention for 5 Year Olds.

Portland Public Schools, Oreg.

1977 210p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Available from: ESEA Title 4C, Portland Public Schools, Area 1, 6318 Southwest Corbett Street, Portland, Oregon 97201 ($4.50)

Document Not Available from EDRS.

Language: English

Document Type: TEACHING GUIDE (052)

Geographic Source: U.S.; Oregon

Journal Announcement: RIEDEC79

A program designed to detect and prevent reading disability in kindergarten is outlined in this curriculum guide. A modification of the Santa Clara Inventory of Developmental Tasks is used as the basic screening and diagnostic instrument, and instructions are provided on how to use the instrument for both purposes. Detailed sections on teacher training, implementation, parent involvement, and evaluation of student progress are included. Reading readiness areas covered are language development, visual and auditory perception, concept development, and motor coordination. The appendixes include information on budget, tests and inventories, format for volunteer training sessions, supplemental programs for children continuing at risk, suggested materials and supplies, project-developed prescriptive activities, and suggestions on how to deal with specific learning handicaps. (MKM)

Descriptors: Auditory Discrimination; Curriculum Guides; *Inservice Teacher Education; *Kindergarten; Language Acquisition; Parent Participation; Perceptual Motor Coordination; Prevention; Primary Education; Program Guides; *Reading Failure; *Reading Programs; *Reading Readiness; *Screening Tests; Visual Perception

ED173416 TM009459

High School Competency Graduation Requirements: Do They Result in Better Graduates? Publication Number 78.76.

Ogden, Jane

Apr 1979 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (63rd, San Francisco, California, April 8-12, 1979)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S.; Texas

Journal Announcement: RIENOV79

Mathematics achievement test scores of high school students in the Austin Independent School District who graduated before implementation of minimum competency testing were compared to the scores of students who were more recently enrolled in mathematics tutorial classes in order to meet minimum competency requirements. The percentages of graduating seniors who met minimum competency standards in reading was greater when there were high school graduation requirements. It was tentatively concluded that implementation of minimum competency standards and establishment of remedial courses are likely to raise the scores of low achievers on district-wide achievement test results. (MH)

Descriptors: Academic Achievement; *Basic Skills; Educational Trends; *Graduation Requirements; *High Schools; High School Students; Low Achievement; *Minimum Competency Testing; *Program Effectiveness; Reading Achievement; Remedial Mathematics; *Remedial Programs; Remedial Reading; Research Reports; Secondary School Mathematics; Testing Programs

Identifiers: *Austin Independent School District TX; Test Score Decline; Texas (Austin)

DIALOG INFORMATION SERVICES, INC

ED173407# TM009450
U.S. History: Grades 7-9. Revised Edition.
Instructional Objectives Exchange, Los Angeles, Calif.
1975 99p.; For related documents, see TM 009 451 and TM 009 456
Available from: Instructional Objectives Exchange, P.O. Box 24095, Los Angeles, California 90024 ($9.95)
Document Not Available from EDRS.
Language: English
Document Type: TEST, QUESTIONNAIRE (160)
Geographic Source: U.S.; California
Journal Announcement: RIENOV79
Sixty-three behavioral objectives and related test items for United States history in grades seven through nine are presented. Each sample contains the objective, sample test items and directions, and criteria for judging the adequacy of student responses. Fourteen of the 15 categories are content oriented and presented chronologically: (1) discovery and exploration; (2) colonial America; (3) founding the nation; (4) early years of nationhood; (5) growth of the nation; (6) the nation divided; (7) the nation reunited; (8) postwar economic change; (9) postwar social change; (10) era of reform; (11) becoming a world power; (12) prosperity and recession; (13) assuming world leadership; and (14) reviving the spirit of reform. The fifteenth category--applying the lessons of history--is skill-oriented and involves the analysis and evaluation of historical processes. (MH)
Descriptors: *Behavioral Objectives; Cognitive Objectives; Course Objectives; Evaluative Thinking; *Item Banks; *Junior High Schools; *Objective Tests; *Secondary School Curriculum; Tests; *United States History

ED173353 TM007911
Validity Studies of the Kindergarten Screening Inventory.
Alston, Herbert L.; Doughtie, Eugene B.
8 Sep 1978 19p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070)
Geographic Source: U.S.; Texas
Journal Announcement: RIENOV79
Research is reviewed on the validity of the Kindergarten Screening Inventory (KSI), an instrument developed by the Houston, Texas Independent School District to screen kindergarten students for possible difficulties that could lead to learning problems. The KSI includes eye-hand coordination, language learning, gross-motor subtests, as well as vision and hearing items. It is concluded that there is some evidence to support the content, criterion-related, and construct validity of the KSI. (RD)
Descriptors: *Kindergarten Children; *Predictive Validity; *Preschool Tests; Primary Education; Research Reviews (Publications); *Screening Tests; *Test Validity
Identifiers: *Kindergarten Screening Inventory

ED171777 TM009238
A Validation Study of the Early Identification and Intervention Program Screening Instruments: A Longitudinal Study.
Suhorsky, Joseph; Wall, Robert E.
Maryland State Dept. of Education, Baltimore.
Aug 1978 105p.
EDRS Price - MF01/PC05 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Maryland
Journal Announcement: RIEOCT79
Government: State
A longitudinal study was conducted in three Maryland counties to determine the predictive validity of the Maryland Systematic Teacher Observation Instrument (MSTOI) and other initial assessment instruments as screening devices to identify kindergarten children with potential reading and/or learning difficulties. The MSTOI was also examined to determine its longitudinal validity as a predictor of children with reading and/or learning problems. Information collected in each county included data on initial tests, follow-up tests, concurrent validity, predictive validity, item analysis, and a discussion of procedures and results. It was determined that the predictive validity of MSTOI compared favorably with other initial assessment instruments. Predictive validity data on MSTOI was developed and its relationship to student progress and retention was established. Recommendations for further study are suggested. Summary tables for individual counties and combined data, descriptions of assessment instruments, and technical notes are appended. (MH)
Descriptors: *Classroom Observation Techniques; *Educational Diagnosis; *Identification; *Kindergarten Children; Learning Disabilities; Longitudinal Studies; *Predictive Validity; Primary Education; Reading Difficulty; Research Reports; *Screening Tests; Test Results; Test Validity
Identifiers: Maryland; *Maryland Systematic Teacher Observation Instrument

DIALOG INFORMATION SERVICES, INC

ED171723 TM008372

Legislative Report. Louisiana State Assessment. 1977-78. Reading. Grades 4, 8, and 11.

Louisiana State Dept. of Education, Baton Rouge.

19p.; For related document, see TM 008 373; Appendices I and II, pages 14-21, have been removed due to small print size ; Not available in hard copy due to marginal legibility of original document

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Louisiana

Journal Announcement: RIEOCT79

Government: State

This report to the Louisiana legislature describes the results of the student assessment phase of a mandated accountability program, in which criterion referenced tests of reading performance in vocabulary, phonetic analysis, structural analysis, comprehension, study skills, and word attack skills were administered to 160,771 students in grades 4, 8, and 11. Tables showing reading domain performance for each level are included. Subgroup report findings are discussed, based on: (1) class size; (2) community type; (3) school size; (4) birth dates; (5) student sex; (6) Title I participation; (7) Title I nonparticipation; (8) bilingualism; (9) ethnic groups; and (10) length of enrollment. (MH)

Descriptors: *Criterion Referenced Tests; *Educational Assessment; *Elementary Secondary Education; Grade 4; Grade 8; Grade 11; *Performance Factors; *Reading Achievement; Reading Comprehension; Reading Tests; Research Reports; *State Programs; Student Characteristics; Testing Programs

Identifiers: Domain Referenced Testing; Louisiana; *Louisiana State Assessment of Reading

ED171430 PS010663

Comparison of Children's Performance on the Torrance Tests of Creative Thinking and Selected Piagetian Tasks.

Reisman, Fredricka; Torrance, E. Paul

Feb 1979 13p.; Paper presented at the Annual International Interdisciplinary UAP Conferences on Piagetian Theory and Its Implications for the Helping-Professions (9th, Los Angeles, California, February 2-3, 1979)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S.; Georgia

Journal Announcement: RIEOCT79

The purpose of this study was to examine the relationships of children's performance on the Torrance Tests of Creative Thinking (TTCT) and on selected Piagetian tasks of conservation. Study subjects, 133 kindergarten and first grade multi-racial boys and girls, were administered the TTCT-Figural Form A and selected Piagetian tasks of conservation of number, of discontinuous quantity, of mass and of time measurement. Two assumptions were tested: (1) that characteristics of creative thinking, such as flexibility of thought and resistance to premature closure, in particular, also underly ability to conserve, and (2) that those children who attained an above average creativity index on the TTCT would be early conservers. Analysis of variance yielded significant correlations at the .001 level that indicated that conservers were more resistant to premature closure and their thinking was more flexible than non-conservers. A multiple regression of the creativity variables that were significant as a result of canonical correlation was done to identify those useful in predicting readiness for conversation. Piaget's notion of reversibility of thought is brought into question. Conservation is interpreted as reconciling simultaneous opposites or "Janusian thought" taken from the creativity literature. (Author/MP)

Descriptors: Concept Formation; *Conservation (Concept); Creativity; *Creativity Tests; Divergent Thinking; *Elementary School Students; Individual Differences; *Kindergarten Children; *Performance; *Research

Identifiers: Torrance Tests Of Creative Thinking

ED168641 JC790223
Diverse Dimensions of a Two-Year College Guidance Program.
Blai, Boris
1979 25p.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: PROJECT DESCRIPTION (141)
Geographic Source: U.S.; Pennsylvania
Journal Announcement: RIEAUG79

The guidance program at Harcum Junior College, a two-year, private, independent college for women, is incorporated into its educational programming. The measurement and interpretation of student placement test information is an essential component of the guidance function, as it assists students in making decisions and examining their progress in reference to their aspirations and goals, and it offers important information to assist faculty guidance advisors in counseling students. The comprehensive guidance service at Harcum embraces the following dimensions: (1) testing the reading ability, critical thinking, study habits, and personality of freshmen; (2) individual counseling regarding social, personal, and educational/vocational problems; (3) a rotating counselor available during evenings; (4) group counseling; (5) a team approach to counseling; (6) special interest speakers; (7) referral to outside agencies; (8) the Peer Resources Program; and (9) the Career Resources Center. All counseling personnel are provided with information on typical problems, and with suggestions for making interviews more fruitful--ways to put the counselee at ease, ways of winning confidence, and ways of best conducting interviews. (The Career Resources Center and its importance, and eleven paths to emotional maturity are discussed in detail.) (MB)

Descriptors: Career Awareness; *Career Counseling; Community Colleges; *Educational Testing; Emotional Development; *Females; *Guidance Objectives; *Guidance Programs; Peer Counseling; Private Colleges; *Two Year Colleges
Identifiers: Harcum Junior College PA

ED168468 IR006940
Projects and Programs: Libraries and Learning Resources-1978-1979. Standards ESEA IV, PART B.
New York State Education Dept., Albany. Bureau of School Libraries.
1978 51p.; Best copy available; For related documents, see ED 115 253 and ED 162 652
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S.; New York
Journal Announcement: RIEAUG79
Government: State

These standards are intended to assist local school districts in New York State in selecting educational resources and audiovisual equipment and in providing for testing, guidance, and counseling services under Title IV, Part B of the Elementary and Secondary Education Act. The main purpose of the standards is to establish qualitative and quantitative measures which will set minimum levels below which educational programs cannot be effective, and which will stimulate efforts to go beyond minimum levels to achieve excellence in educational opportunity. Operational guidelines are provided for Guidance and Counseling Services, School Library Media Programs, and Educational Communication Programs. Objectives, types of programs, and/or criteria for the selection of materials and equipment are outlined for the following content areas: agriculture, art, bilingual education, business education, distributive education, drug education, English and language arts, foreign languages, health and health occupations, home economics, the humanities, industrial arts, mathematics, music, physical education, reading, safety, science, and social studies. (RAO)

Descriptors: *Audiovisual Aids; Counseling Objectives; *Counseling Services; Educational Resources; Elementary Secondary Education; Federal Aid; Guidance Programs; *Guidelines; *Instructional Materials; Learning Resources Centers; Media Selection; *School Libraries; Standards; Teaching Methods; Testing Programs
Identifiers: *Elementary Secondary Education Act Title IV

ED167503 SP013694
Competency Testing. An Annotated Bibliography.
Jackson, Michael; Battiste, Barbara
[1978 30p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S.; Illinois
Journal Announcement: RIEJUL79

Competency testing for either graduation from high school, or as a method for assessing whether a student should advance to a higher grade level, is the focus of this annotated bibliography. Included are annotations that relate to accountability, competency testing, program descriptions where competency testing is utilized, general testing concepts, competency testing requirements, and basic education concepts. All entries are dated 1976-1978. (DS)

Descriptors: *Accountability; *Annotated Bibliographies; *Basic Skills; Educational Trends; *Elementary Secondary Education; *Graduation Requirements; *Minimum Competency Testing; Program Descriptions; Testing

ED167246 PS010384

Efficient Implementation Through Systematically Designed Selection Criteria (Transitional I Class).

Pisani, David N.

Nov 1978 43p.; Introductory Practicum Report, Nova University; Not available in hard copy due to print quality

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; Florida

Journal Announcement: RIEJUL79

This document describes the design and implementation of a screening procedure for a first grade readiness class which was receiving inappropriate referrals. The class was intended to serve normal children between kindergarten and first grade who seemed to need an extra year of maturation. Because students who exhibited discipline, emotional and learning problems had been placed in the readiness class, students who might have benefited from the extra year of maturation were sent to regular first grades where they encountered much difficulty. To ensure more appropriate placement, new referral procedures and forms were developed. Psychologists' recommendations, teachers' opinions (concerning student readiness, maturity and anticipated gains from placement in the program) and scores on the Slosson Intelligence Quotient Test (SIQT) and the Meeting Street School Screening Test (MSSST) were used to select candidates for the program. Staff communication and continuity between kindergarten and the readiness class were improved. Eighteen of 26 referred students were selected for a redesigned readiness program which emphasized language and motor skills and a learning centers approach. A program validation effort utilized pre- and posttesting with the MSSST and pretesting with the SIQT. It was concluded that all referred students were assigned to the most appropriate classes and no monies were misdirected. Cost benefits of the screening program are indicated. Screening program materials and forms are appended. (RH)

Descriptors: Identification; *Kindergarten Children; *Learning Readiness; *Placement; Practicums; Primary Education; Referral; *Resource Room Programs; School Readiness Tests; *Screening Tests

Identifiers: *Screening Criteria

ED164577 TM007968

The Role of the State Agency in Local Assessment Systems. The Michigan Educational Assessment Program Kindergarten Program.

Brictson, Paula T.; Roeber, Edward D.

Mar 1978 50p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Toronto, Ontario, Canada, March, 1978) ; Not available in hard copy due to print quality

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; Michigan

Journal Announcement: RIEMAY79

As part of the Michigan Educational Assessment Program, 132 preprimary objectives were developed in the cognitive, affective, and psychomotor domains. Volunteer teachers assessed the attainment of these skills in their kindergarten children. A profile on each student was designed to report skill attainment to first grade teachers and parents. The kindergarten teachers were allowed to test their students only on those objectives of interest in that classroom. Four methods of assessment were available: state-developed tests; teacher developed or commercial tests; observation; or other sources of information, such as parents or other teachers. The teachers maintained records of individual and group attainment, and indicated: (1) the most important objectives; (2) the preferred assessment method; (3) the number of objectives which can be assessed in one year, and (4) opinion of the tests. Resulting class rosters indicated that more students were assessed on the cognitive and psychomotor (not affective) objectives. State tests were the most frequently used method, with observation second. Teachers felt that the collection and analysis of the data consumed large amounts of time, and that a majority of kindergarteners had already mastered the objectives tested. The objectives and teacher responses are appended. (GDC)

Descriptors: Affective Objectives; Cognitive Objectives; *Educational Assessment; *Educational Objectives; *Educational Testing; Evaluation Methods; *Kindergarten; Primary Education; Psychomotor Objectives; *State Programs; Student Evaluation; *Teacher Attitudes; Testing Programs

Identifiers: Michigan; Michigan Educational Assessment Program

DIALOG INFORMATION SERVICES, INC

ED164218 RC011052

An Evaluation Report of "Social Conflicts" and "Fine Arts": The American Indian Curricula Development Program for Grades 9-12.

Ahler, Janet; Perrone, Vito

Jun 1977 54p.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; North Dakota

Journal Announcement: RIEMAY79

The American Indian Curricula Development Program (AICDP) produced a two-package program for grades 9-12. The "Social Conflict" package, with Prejudice, Indian Education, Americanizing the Indian, and B.I.A. units, and the "Fine Arts" package, with Art, Music, Literature, and Dance and Drama units, were Pan-Indian in orientation with a strong contemporary issues base. AICDP sent the program to 21 North Dakota high schools for introductory use. Evaluators interviewed participating teachers and librarians formally and informally, and attended AICDP workshops to offer AICDP some external perspective on the program and to determine how it was used and viewed by educators. The program had considerable overall merit. The 18 teachers in 14 schools who actually used the materials used the packages, Teacher Guides, supplementary materials and suggested activities selectively. The Art and Prejudice units were the best. Most teachers found reading levels satisfactory, content accurate, and the material beneficial to Indian and non-Indian students alike. Few high school libraries had the resources necessary for the program. AICDP should integrate the two packages in the program and reduce the overall cost. In addition, there should be more AICDP workshops, teacher and student feedback and evaluation, and improved libraries. (SB)

Descriptors: *American Indian Education; Art; Cultural Awareness; Cultural Enrichment; *Culture Conflict; Curriculum Development; *Curriculum Evaluation; *Field Tests; *Fine Arts; *Instructional Materials; Librarians; Library Role; *Secondary Education; Social Discrimination; Social Problems; Teachers

ED162073 08 CE017741

An Evaluation of the CERES Model Project--Career Education Responsive to Every Student, Ceres, California.

Aslanian, Carol B.; Paul, Regina H.

Policy Studies in Education, New York, N.Y.

Aug 1976 39p.; For related documents see CE 017 740, ED 114 586, and ED 120 411

Sponsoring Agency: Florida Technological Univ., Orlando. Div. of Sponsored Research.; Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.: 554AH50651

Grant No.: G007506902

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: PROJECT DESCRIPTION (141)

Geographic Source: U.S.; California

Journal Announcement: RIEAPR79

The CERES (Career Education Responsive to Every Student) Model Project for grades K-12 was evaluated by an outside party as well as internally by project staff (see CE 017 740). The external summative evaluation was limited to assessing project effectiveness based on pre- and posttests for the following objectives: (1) career education knowledge and awareness, career choice, and obtaining information about careers in grades 7 and 8; (2) job application skills in grade 9; (3) knowledge of auto mechanics, basic vocabulary, and career education information in auto-English classes; (4) improvement in attitude toward, and increase in knowledge of, career education among teaching interns; and (5) developing a pilot testing program to evaluate career education in elementary schools. It was concluded that CERES staff members function well as a team and receive much support from administrators, teachers, and the community; that career education seems strongest at the elementary level and at the skill-preparation level in the secondary schools; that the special education component needs more leadership, and articulation should be improved among all components; that the project has not only increased the students' career awareness but has also favorably influenced preservice teaching interns; and that a stronger conceptual framework, as well as more effective instructional materials, needs to be developed. (ELG)

Descriptors: Articulation (Education); Auto Mechanics; Career Choice; Career Development; *Career Education; Community Involvement; *Educational Objectives; *Elementary Secondary Education; English Education; *Evaluation; Evaluation Methods; Industrial Education; Instructional Materials; Job Application; Models; Pilot Projects; Preservice Teacher Education; Special Education; Success; Teacher Attitudes; *Testing

Identifiers: Education Amendments 1974

ED161686 SE025001

The Third Assessment of Science, 1976-77. Released Exercise Set.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

May 1978 350p.; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: National Center for Education Statistics (DHEW), Washington, D.C.

Contract No.: OEC-0-74-0506

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: TEST, QUESTIONNAIRE (160)

Geographic Source: U.S.; Colorado

Journal Announcement: RIEMAR79

The main purpose of this publication is to provide easy access to the released exercises from the third science assessment conducted by the National Assessment of Educational Progress (NAEP) in 1976-77. This publication focuses on materials for school-age population, and young adults are referenced only on the relevant exercise documentation pages. Exercises and documentation are presented in three parts in loose-leaf format to facilitate sorting and copying. Attitude and experience exercises (part A) are followed by cognitive exercises developed for the 1976-77 assessment (part B), and change exercises from the 1969-70 or 1972-73 assessments of service and the International Assessment exercise (part C). The introduction is divided into five sections. Section one briefly describes NAEP's assessment procedures and documentation. Each of sections two, three, and four presents the rationale, description and organization of the exercises included in parts A, B, and C. Section five contains two types of cross-reference tables. (HM)

Descriptors: Achievement Tests; Attitude Measures; *Educational Assessment; *Educational Testing; *Elementary Secondary Education; *Evaluation; *National Competency Tests; *Performance Tests; Science Education; Sciences

Identifiers: National Assessment of Educational Progress

ED160658 TM007955

The Selective Applicability of Education Policy: The California High School Proficiency Examination, etc.

Abramowitz, Susan

Mar 1978 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEFEB79

Successful performance on the California High School Proficiency Examination (CHSPE) gives high school students the option of leaving school early with the equivalent of a high school diploma. After two years and eight CHSPE administrations, the number of participating students remains low. Possible reasons for this are given, including lack of publicity about the CHSPE, and student opinion that staying in school is preferable to the alternatives associated with early exit. Although CHSPE impact upon the state was, therefore, small, state funding based upon average daily attendance was reduced by approximately five million dollars. Interest in the precursors of educational policy formation led to a study of high school organization and management. A nationwide survey of 2,000 public and 600 private high schools indicates that a great variety of nontraditional courses are offered in a number of schools; that alternatives such as work experience and remedial programs exist to meet the needs of different students; and that some high schools in every state offer early graduation or proficiency examinations. The author suggests that a better knowledge of school programs prior to policy formation, and awareness of new programs' effects on equity might result in more appropriate expectations for educational policy. (GDC)

Descriptors: Educational Policy; *Equivalency Tests; Graduation Requirements; High School Graduates; *High Schools; High School Students; *National Surveys; Nontraditional Education; *Policy Formation; Secondary School Curriculum; State Legislation; *Student Certification; Student Characteristics; *Student Participation

Identifiers: *California High School Proficiency Examination

DIALOG INFORMATION SERVICES, INC

ED159040 SE024862
Investigations in Mathematics Education, Vol. 11, No. 1.
Osborne, Alan R., Ed.
Ohio State Univ., Columbus. Center for Science and Mathematics Education.
1978 72p.; Contains occasional light and broken type
Available from: Information Reference Center (ERIC/IRC), The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($6.00 subscription, $1.75 ea.)
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: JOURNAL ARTICLE (080)
Geographic Source: U.S.; Ohio
Journal Announcement: RIEJAN79
Government: State
Seventeen research reports related to mathematics education are abstracted and analyzed. Five of the reports deal with aspects of learning theory, three with teacher education, two with testing, three with children's knowledge and understanding of various mathematics-related concepts, and one each with errors in solving linear equations, classroom behavior and cognitive development, bilingual education, and sense modality matching abilities. Research related to mathematics education which was reported in RIE and CIJE between October and December 1977 is listed. (MN)
Descriptors: *Abstracts; Bilingual Education; Cognitive Development; Early Childhood Education; *Elementary Secondary Education; Instruction; Learning; Mathematical Concepts; *Mathematics Education; *Research Reviews (Publications); Teacher Education; Testing; *Tests

ED158857 PS009560
Pre- and Post-Test Results of KEEP Class 2: 1973-74. Technical Report #40.
Fox, Candy
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
[1974 31p.; For related documents, see PS 009 533-559 and PS 009 561-573
Sponsoring Agency: California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Hawaii
Journal Announcement: RIEJAN79
This report presents the pre-and posttest results for the kindergarten year of the Kamehameha Early Education Program (KEEP) Class 2, 1973-1974. Results are presented for the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), the Metropolitan Readiness Test (MRT), and the Standard English Repetition Test (SERT). Comparisons are made with the pre- and posttest results of Class I's kindergarten year, 1972-1973. Significant correlates of the three tests and certain SES variables, such as parents' education and occupation, are presented. (Author/JMB)
Descriptors: *Comparative Analysis; *Demonstration Programs; Early Childhood Education; Educational Improvement; Hawaiians; *Kindergarten Children; *Socioeconomic Influences; *Standardized Tests
Identifiers: Hawaii; *Kamehameha Early Education Program

ED158855 PS009558
The Attributional Explanation of Academic Performance by Kindergarteners and Their Teachers. Technical Report #38.
Falbo, Toni
Kamehameha Schools, Honolulu, Hawaii. Kamehameha Early Education Project.
[1975 11p.; Paper presented at the Annual Meeting of the American Psychological Association (81st, Montreal, Canada, August 27-31, 1973); For related documents, see PS 009 533-557 and PS 009 559-573
Sponsoring Agency: California Univ., Los Angeles. Mental Retardation Research Center.; Hawaii State Dept. of Education, Honolulu.
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S.; Hawaii
Journal Announcement: RIEJAN79
This report presents a study designed to determine if 5-year-olds possess an understanding of causation that conforms to the Weiner et al (1971) achievement model. This paper also studies the similarities between the attributional explanations of 5-year-olds and their teachers. Twenty-eight kindergarten students, largely part-Hawaiian, were asked to explain the outcome of a story in terms of achievement determinants. Each of four teachers of the class was given a questionnaire for each child and asked to explain a given performance in terms of a rating scale of achievement dimensions. Results show outcome (positive and negative), sex, and income to be significantly related to the children's attributional choices. Income and IQ were found to be significantly related to teacher responses. Children's choices of task and ability did not predict teacher responses; choices of luck and effort were significantly related to teacher ratings. The data indicate awarness of the causal nature of achievement in kindergarten-aged children and considerable agreement between teacher and student responses. (Author/CM)
Descriptors: *Attribution Theory; Comparative Analysis; *Demonstration Programs; Early Childhood Education; Hawaiians; *Kindergarten Children; *Motivation; *Perception Tests; Questionnaires; Research; Sex Differences; *Teacher Response
Identifiers: Hawaii; *Kamehameha Early Education Program

DIALOG INFORMATION SERVICES, INC.

ED158391 EA010800

Issues in Education: A Documented Look at Seven Current Topics.

Hess, Fritz, Comp.; And Others

1978 164p.; For individual chapters of this document, see EA 010 801-807

EDRS Price - MF01/PC07 Plus Postage.

Language: English

Document Type: BOOK (010)

Geographic Source: U.S.; New York

Journal Announcement: RIEJAN79

Seven separate reports survey the literature and current thinking in the following topic areas: optimum school and class sizes, organization of schools into appropriate grade-level groups, the benefits and disadvantages of ability grouping, the decline in student achievement as measured by standardized tests, the expansion of kindergarten programs, and the relationship between grade retention or repetition and academic improvement. All seven reports explore arguments on both sides of the questions discussed and offer substantial references to the points of view and research findings presented. (PGD)

Descriptors: *Ability Grouping; Academic Achievement; *Achievement Tests; Bibliographies; *Class Size; Elementary Secondary Education; *Grade Repetition; *Instructional Program Divisions; *Kindergarten; Literature Reviews; *School Size

ED156706 TM007151

Student Achievement in California Schools, 1976-77 Annual Report. California Assessment Program.

California State Dept. of Education, Sacramento. Office of Program Evaluation and Research.

1977 225p.; Not available in hard copy due to publisher's restrictions; For related document, see TM 007 143 ; Appendixes may be marginally legible due to small type

Available from: Publications Sales, California State Department of Education, P.O. Box 271, Sacramento, California 95802 ($1.25)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIENOV78

All second- and third-grade students in California public schools were tested in reading achievement, and all sixth and twelfth grade students were tested in reading, written expression, spelling, and mathematics. Second- and third-grade achievement gains were reported on the California Reading Assessment Program Reading Test over an eleven-year period. In a comparison of California pupil performance and national student performance, California's second- and third-grade students were determined to be at the 55th and 56th percentile ranks, respectively, compared to the national average. Comparison with 1975-76 California scores showed a slight decline in sixth-grade reading achievement and gains in written expression and mathematics. The same comparison for grade twelve showed a decline in all three achievement areas. Recommendations for instructional emphasis were included, as well as a subgroup analysis of achievement level by pupils, schools, and districts. Among the background factors considered were sex, English language fluency, occupation of family breadwinner, pupil mobility, entry level test scores, socioeconomic status, school size, type of district, and percent of pupils from families receiving aid for dependent children. California achievement levels are also compared with specific national test battery results. (Author/JAC)

Descriptors: Academic Achievement; *Achievement Rating; Achievement Tests; Comparative Analysis; Educational Assessment; Educational Trends; *Elementary Secondary Education; Equated Scores; Formative Evaluation; Grade 2; Grade 3; Grade 6; Grade 12; Group Norms; Knowledge Level; Mathematics; *National Norms; Reading Achievement; Spelling; Standardized Tests; *State Programs; *Testing Programs; *Test Results; Writing (Composition)

Identifiers: *California; California Assessment Program

DIALOG INFORMATION SERVICES, INC

ED155225 TM007464
Competency-Based Graduation Requirements: A Point of View. TM Report 86.
Bunda, Mary Anne
ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.
1978 18p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Report No.: ERIC-TM-66
Available from: ERIC Clearinghouse on Tests, Measurement, and Evaluation, Educational Testing Service, Princeton, New Jersey 08541 ($2.00)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEOCT78
Three areas of concern for those considering competency-based graduation requirements are discussed. First, what is involved in implementing a competency-based graduation requirement? The first tasks are the specification of performance standards and the performance skill areas. Then, appropriate certification procedures can be selected, and their reliability and validity can be verified. The second area of concern is the effect of the new requirements on school practices. The curriculum may be narrowed to concentrate on the skills to be measured, the year of certification may influence curriculum development, and expectations for the students may decline. Options for in-depth study of a particular area may be limited, the focus may be shifted to the slow learner, and slow learners may be discouraged from competing for a diploma. Teachers' organizations may react against the program, the amount of paperwork will increase, and the program may have a negative effect on staff morale. The third areas of concern are financial and legal aspects. The cost of the testing program and of increased remedial programs must be considered, and the probability of lawsuits is quite high. Though competency-based graduation requirements may be valuable, these potential negative effects must also be considered. (BW)
Descriptors: Academic Standards; Basic Skills; *Competency Based Education; Criterion Referenced Tests; Curriculum Development; Evaluation Criteria; *Graduation Requirements; High Schools; Legal Problems; Mastery Tests; *Minimum Competency Testing; Program Costs; *Secondary Education; State Legislation; *Student Certification; Teacher Morale; *Testing Problems; *Testing Programs; Test Reliability; Test Validity
Identifiers: Information Analysis Products

ED154905 PS009899
The Effect of Language Background and Socio-Economic Status on Screening Procedures for the Early Identification of Learning Problems.
Gershman, Janis; Kershaw, Joan
Toronto Board of Education (Ontario). Research Dept.
Feb 1977 96p.; Appendices have been filmed from best available copy
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEOCT78
This follow-up study investigated the accuracy of screening measures used to detect potential learning problems in kindergarten and Grade 1 children by the Toronto Early Identification and Developmental Program (EIDP). The effect of students' language background and socioeconomic status on the predictive validity of the identification procedure was also assessed. Follow-up data were obtained for more than 2,000 of the 4,000 students who had been involved in the EIDP four years before. The identification procedure consisted of two psychological tests, a teacher-psychologist interview, and a teacher's rating chart of the child, done at the end of Grade 1. The teacher's input to the process was found to be the single most important part of the identification procedure in terms of accurate prediction of later achievement and grade placement. The total package classified 86% of the students accurately into "at risk" and "not at risk" groups. Language background did not significantly affect prediction accuracy, but students of lower socioeconomic status were classified incorrectly more often than children of higher SES families. (Author/CM)
Descriptors: *Ability Identification; *Elementary Education; English (Second Language); Grade 1; Identification; Language Handicaps; *Learning Problems; Predictive Measurement; *Program Effectiveness; *Screening Tests; Sex Differences; *Socioeconomic Status; Teacher Influence; Teacher Participation

DIALOG INFORMATION SERVICES, INC

ED154001# TM006619
Follow-Up Activities for the HISD Kindergarten Screening Instrument.
Perry, Pat; Cater, Margot
Houston Independent School District, Tex.
1976 108p.
Document Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIESEP78

The Kindergarten Screening Instrument consists of five sub-scales and attempts to screen for possible difficulty in the areas of distant vision, hearing, eye-hand coordination, language learning, and gross motor performance. In response to many requests for follow-up activities after screening, this manual was prepared by Volunteers in Public Schools and the Department of Basic Skills of the Houston Independent School District. All of the activities in this manual have been used successfully in recent years by the Elementary and Secondary Education Act Title I Project HEART teachers. The activities cover each of the five areas of screening. The activities in the vision section are designed for the development of visual perception, visual discrimination, visual memory, eye tracking, and eye movement patterns. Activities in the hearing section are used to develop listening skills, while activities in the eye-hand coordination develop muscular control and manual dexterity. The language development activities include a list of children's books whose illustrators have been awarded the Caldecott Medal and the runners-up from 1938 through 1976; and a variety of classroom cooking activities. Gross motor activities provided ample opportunity to move, explore, manipulate, and discover. (Author/BW)

Descriptors: Auditory Perception; Bibliographies; Books; Childrens Literature; Cooking Instruction; Early Childhood Education; Eye Hand Coordination; *Kindergarten Children; *Language Acquisition; *Learning Activities; Motor Development; Psychomotor Skills; *Screening Tests; *Skill Development; Teaching Guides; Visual Discrimination; *Visual Perception

Identifiers: *Kindergarten Screening Instrument

ED154000 TM006618
Revised Technical Manual for the Kindergarten Screening Inventory, Based on Data from the 1975-78 School Year.
Doughtie, Eugene B.; Alston, Herbert L.
Houston Independent School District, Tex.
[1976 122p.; For related documents, see EJ 127 415, TM 006 617-619
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIESEP78

The Board of Education of the Houston Independent School District, through the Volunteers in Public Schools, organized the Kindergarten Screening Project in 1970. The Kindergarten Screening Instrument (KSI) consists of five sub-scales: (1) the visual scale measures visual acuity at 20 feet; (2) the hearing scale measures the child's ability to hear tape recorded words; (3) the eye-hand coordination scale indicates the coordination of visual perception and fine muscles; (4) the language learning scale is a measure of language development in the child's primary language; and (5) the gross motor scale measures the use of large muscles in coordinated body movement. Both English and Spanish versions are available. This technical manual presents data on the reliability of the KSI (split-half reliability, internal consistency, test-retest reliability, inter-scorer reliability, and its validity (content validity, criterion-related predictive validity, criterion-related concurrent validity, construct validity, convergent, and discriminant validity). Information is also included on norms, intercorrelation of the subtests, and referrals by sex and ethnic group. (Author/BW)

Descriptors: Auditory Tests; Early Childhood Education; Eye Hand Coordination; Guides; *Kindergarten Children; Language Acquisition; Motor Development; Norms; Predictive Validity; Racial Differences; Rating Scales; Referral; *Screening Tests; Sex Differences; Spanish Speaking; *Statistical Data; Testing Programs; *Test Reliability; *Test Validity; Vision Tests

Identifiers: *Kindergarten Screening Instrument; *Test Manuals

DIALOG INFORMATION SERVICES, INC

ED153999 TM006617
Kindergarten Screening Instrument. Administration Manual, Continuing Revision Number 7. Item Number 33.2004.
Houston Independent School District, Tex.
1975 84p.; For related documents, see TM 006 618-619
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: TEST, QUESTIONNAIRE (160)
Journal Announcement: RIESEP78
The Board of Education of the Houston Independent School District, through the Volunteers in Public Schools, organized the Kindergarten Screening Project in 1970. The screening instruments and procedures were developed by a committee of specialists composed of representatives from the Houston Independent School District, Baylor College of Medicine, Texas Research Institute for Mental Sciences, Child Development Clinic, and the University of Houston. They were based on standard items representing gross and fine motor activities, language development, social functioning, distant vision, and hearing. The volunteer orientation and training procedures, and the responsibilities of the volunteers are described. A check list of necessary materials for each test is provided. Administration instructions and examples are given for each of the five screening instruments: Distant Vision, Hearing, Eye-Hand Coordination, Language Learning, and Gross Motor. Supplementary instructions in Spanish are also provided for each instrument. (Author/BW)
Descriptors: Auditory Tests; Early Childhood Education; Eye Hand Coordination; *Guides; *Kindergarten Children; Language Acquisition; Motor Development; Scoring; *Screening Tests; Spanish; Spanish Speaking; *Testing; *Testing Programs; Vision Tests; Visual Measures; Volunteers
Identifiers: *Kindergarten Screening Instrument; *Test Manuals

ED153853 SE024212
Mountain View School District Title III Class Profile, Level 3.
Mountain View School District, Calif.
[1977 67p.; For related documents, see SE 024 210-217; Not available in hard copy due to marginal legibility of original document
Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: TEST, QUESTIONNAIRE (160)
Journal Announcement: RIESEP78
Sample class profile record sheets, student profile record sheets, and diagnostic and mastery tests are included for level 3 of the Mountain View School District Bilingual Diagnostic-Prescriptive Mathematics Program. (MN)
Descriptors: *Bilingual Education; Bilingual Students; Curriculum; Diagnostic Teaching; *Diagnostic Tests; *Elementary Secondary Education; Instruction; Junior High Schools; Mastery Tests; *Mathematics Curriculum; *Mathematics Education; Program Descriptions; *Spanish Speaking; Tests
Identifiers: California; *Mountain View School District CA

ED147322 TM006557
Examination Reforms in Sri Lanka. Experiments and Innovations in Education No. 24. An International Bureau of Education Series.
Premaratne, B.
United Nations Educational, Scientific, and Cultural Organization, Paris (France).
1976 57p.
Sponsoring Agency: Asian Centre of Educational Innovation for Development, Bangkok (Thailand).
Available from: UNIPUB, P.O. Box 433, Murray Hill Station, New York, New York 10013 ($2.00)
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEAPR78
In January 1972, The Government of Sri Lanka reorganized the formal school system from 8-2-2 to 5-4-2 and introduced a new common curriculum to the junior secondary level in all schools. The National Certificate in General Education Examination (NCGE) was administered in December to the first group of pupils completing the new program. This study deals with certain measures that have been attempted in order to restructure the established examination system and its practices to accommodate the new demands. Specifically, the study deals with four projects: (1) the pilot examination of the NCGE Pattern, including the examination of the pre-vocational study areas, the practical examination in health and physical education, and internal assessment in the social studies program; (2) continuous evaluation of the teaching program at the junior secondary level; (3) conference-marking of examination papers and expediting the distribution of results; and (4) admissions to the university through an examination and district quota system. (Author/MV)
Descriptors: College Admission; *Developing Nations; *Educational Development; Health Education; *High Schools; Intermediate Grades; Junior High Schools; Language; Mathematics; *National Programs; Physical Education; Program Evaluation; *Program Improvement; Science Curriculum; Social Studies; Student Evaluation; Student Records; *Testing Programs; Vocational Education
Identifiers: National Certificate in General Education; *Sri Lanka

DIALOG INFORMATION SERVICES, INC.

ED144993 TM006564

Behavioral Objectives, Major Concepts, A Topic Organization Matrix, and a Developmental Version of a 50-Item Test for a Secondary School Course in Free Enterprise.

Armstrong, David G.

Texas A and M Univ., College Station. Coll. of Education.

Aug 1977 35p.

Available from: David G. Armstrong, EDCI, College of Education, Texas A & M University, College Station, Texas 77843 (limited quantities available at no charge)

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: TEST, QUESTIONNAIRE (160)

Journal Announcement: RIEFEB78

Materials developed for use by high school teachers in courses dealing with free enterprise economics are presented. The developmental version of a 50-item multiple choice test, a list of proposed behavioral objectives, a list of suggested topic titles and major focus concepts are included. Test construction and reliability studies are briefly described. (MV)

Descriptors: *Behavioral Objectives; *Course Content; Course Organization; *Economics Education; High School Students; *Multiple Choice Tests; *Secondary Education; Test Construction

Identifiers: *Free Enterprise System; *Test of Free Enterprise Understanding (Armstrong)

ED144968 TM006480

Suggestive Data Concerning the Stability of the McCarthy Scales.

Davis, Everett E.

8p.

Available from: Everett E. Davis, Department of Educational Psychology and Guidance, University of Texas at El Paso, El Paso, Texas 79968

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB78

In 1973, kindergarten children in a rural village in Texas were tested with the McCarthy Scales of Children's Abilities. For the next 2.5 years, children from successive grades in the same school were given the same test. During the entire period over 200 children had been tested, but of the original 53 pupils only 20 took the test all three times and 31 who took the test in early 1975 were present to retake it in 1976. The consistent correlations over the years for the General Cognitive Index--approximately .85 to .90--suggest that the McCarthy scales is a highly stable test. Also the consistency of the scores is highlighted by the low correlations for those scales on which the greatest gains were made as the number of children decreased. (Author/MV)

Descriptors: *Elementary School Students; *Intelligence Tests; *Kindergarten Children; Primary Education; Rural Youth; Spanish Speaking; *Test Reliability

Identifiers: *McCarthy Scales of Childrens Abilities

ED144819 SE023090

A Taxonomy of Selected High School Equivalency Materials: Mathematics. Supplementary Inventory.

New York State Education Dept., Albany. Bureau of General Education Curriculum Development.

[1977 93p.; For related document, see ED 121 609

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEFEB78

This document provides items to assess student competencies in the mathematics skills which need to be mastered as a requisite to passing the Test of General Educational Development (GED). The items are tailored to the skills outlined in the taxonomy; two items are given for each of the 74 topics. Two multiple-choice response sheets are included, plus an outline of the mathematical skills tested. (MS)

Descriptors: *Adult Basic Education; Algebra; Basic Skills; Continuation Students; *High School Equivalency Programs; High Schools; *Mathematics Education; Number Concepts; *Secondary Education; State Departments of Education; *Tests

Identifiers: New York

DIALOG INFORMATION SERVICES, INC

ED143916 CG011692
Educational Opportunities in the United States Army.
Gross, Steven T.; McQuay, Susan D.
Oct 1976 7p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEFEB78

This listing of educational resources provided by the U.S. Army is designed to inform counselors about available services. They will then be better equipped to help young people decide whether to enlist (or re-enlist). Counselors are warned to use the information with caution, however, since evaluative information is not available and the success or efficiency of the programs is not described. The listing includes the following programs: (1) Counseling and Testing; (2) High School Completion; (3) College Preparation; (4) College and University; (5) Vocational; and (6) Financial Assistance. It is also noted that each military base has special programs to meet the individual needs of the personnel assigned there. In most cases, education while on active duty is considered a voluntary activity, and a soldier's assigned duties may prevent him from participating in the program of his choice. The information provided should be useful to both counselor and counselee. (Author/BP)

Descriptors: *Armed Forces; *Career Counseling; *Career Planning; Counselors; Decision Making; *Educational Opportunities; *Educational Programs; Financial Support; *Military Personnel; Resource Materials; Testing Programs
Identifiers: *Army

ED143670 95 TM006098
CSE Elementary School Test Evaluations, 1978.
Hoepfner, Ralph, Ed.; And Others
California Univ., Los Angeles. Center for the Study of Evaluation.
1976 1,293p.; For 1970 edition, see ED 044 446 ; Not available in hard copy due to marginal legibility of original
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NE-C-00-3-0096
Available from: Dissemination Services, Center for the Study of Evaluation, Graduate School of Education, Univ. of California, 405 Hilgard Avenue, Los Angeles, California 90024 ($12.50)
EDRS Price - MF10 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEJAN78

This reference resource provides a comprehensive listing of tests, keyed to behavioral and educational objectives of elementary school education. Each test, or when appropriate, a subtest of a test, was evaluated by educators and measurement specialists. Four main criteria were selected for evaluating the tests: measurement validity, examinee appropriateness, administrative usability, and normed technical excellence; these four main criteria are sub-divided into 24 aspects. Approximately 1600 scales and subscales of the listed tests are given a numerical rating for each of the 24 aspects (based on given standards) and are then graded as good, fair, or poor for each of the main criteria. Each grade level section details 145 goals of elementary school education and lists the published instruments readily available to assess achievement of each goal at the level. Categories covered by the tests include affective and personality characteristics, arts and crafts, career education, cognitive and intellectual skills, foreign language, language arts, mathematics, music, perceptual and motor skills, physical and health education, reading, religion and ethics, science, and social studies. Test objectives, relevant test titles, and the test evaluations appear in one table for each grade. Indexes of goals and tests are included. Also appended are a list of goal references and a directory of test publishers and distributors. (MV)

Descriptors: Achievement Tests; Affective Measures; Aptitude Tests; Attitude Measures; *Behavioral Objectives; Cognitive Tests; *Educational Objectives; *Elementary Education; Evaluation Criteria; Intelligence Tests; Measurement Objectives; Personality Measures; *Standardized Tests; *Test Reviews; *Tests; Test Selection
Identifiers: *MEAN Evaluation System

DIALOG INFORMATION SERVICES, INC.

ED143519 SE022997

ELMA Technical Reports, No. 1. Kindergarten Test Batteries, Description and Statistical Properties of Scales.

Stanford Univ., Calif. School Mathematics Study Group.

1971 371p.; For related documents, see SE 022 998-SE 023 000; Contains occasional light type

Sponsoring Agency: National Science Foundation, Washington, D.C.

EDRS Price - MF01/PC15 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN78

In the fall of 1966, the School Mathematics Study Group embarked upon a four-year longitudinal study of mathematical learning in the primary grades, the Elementary Mathematics Project (ELMA). The primary purpose of the study was to assess children's progress in learning particular mathematical ideas during the beginning school years. This volume contains information related to the kindergarten tests. The first part of the volume contains procedures for giving the tests and the test batteries. The second part of the volume contains the description and statistical properties of the kindergarten scales derived from these test batteries. (RH)

Descriptors: *Achievement; Arithmetic; Elementary Education; *Elementary School Mathematics; Evaluation; *Kindergarten; Mathematics Education; *Number Concepts; Test Results; *Tests

Identifiers: *Elementary Mathematics Project; *School Mathematics Study Group

ED142619 UD017109

Harrisburg School District; Six Years After Desegregation.

Aug 1976 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 7, 1977)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEDEC77

In April 1969, the year before school district reorganization, students in Harrisburg, Pennsylvania were given the 1965 version of the Stanford Achievement Test. In April 1976, the sixth year of desegregation, students were given the 1973 version of the Stanford Achievement Test. This paper presents seven charts comparing the 1969 scores in Paragraph Meaning for grades one to six and the 1976 scores for Reading Comprehension for grades one to six. The following trends are observed: At all six grade levels the 1969 scores are amazingly similar. The lowest scores are in those buildings where the majority of students are black. The few high scores are in those buildings where the majority of students are white. Practically all of the buildings in 1969 were far below the national norm. At each grade level, with the exception of fifth grade, only one or two buildings were at or above the national norm. The pattern of scores for 1976 not only varies considerably from the 1969 pattern but it also varies among grade levels. Moreover, the range in scores in 1969 was greater than the range of scores in 1976. The 1976 scores for children in grades one, two and three show considerable increases above the 1969 scores and show significant achievement patterns in comparison to national norms. Children in the upper elementary grades did not have the benefits of two years of kindergarten and scores for these children begin to more closely resemble the 1969 scores. However, at no grade are the 1976 scores as low as the 1969 scores for black students. (Author/AM)

Descriptors: *Academic Achievement; Achievement Gains; Achievement Tests; *Desegregation Effects; *Elementary Education; Kindergarten; Longitudinal Studies; Racial Integration; Reading Comprehension; *School Desegregation; School Districts; *Standardized Tests; Statistical Data; Test Results

Identifiers: *Pennsylvania (Harrisburg)

DIALOG INFORMATION SERVICES, INC

ED142561 TM006104

The American Way: Rules, Laws and You. An Assessment of Law-Related Competencies. Primary, Intermediate and Secondary Levels. Tests and Supporting Materials.

Pennsylvania State Dept. of Education, Harrisburg.

Aug 1976 81p.

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Document Type: TEST, QUESTIONNAIRE (160)

Journal Announcement: RIEDEC77

The Assessment of Law-Related Competencies includes tests for three different levels: primary, covering grades K-4; intermediate, covering grades 5-8; and secondary, covering grades 9-12. Most of the items in the three multiple choice tests are intended to measure cognitive knowledge of various law-related concepts, including: nature and types of social groups, need for laws within and between groups, individual rights embodied in the U.S. Constitution, process of law making, role and nature of law enforcement, types of correctional institutions, and ways that society reinforces responsible behavior. A number of items, especially in the primary level test, focus on student attitudes in the following areas: developing understanding of other people's feelings, respecting other people and property, observing and obeying laws, and valuing the democratic form of decision making. These instruments were developed and refined over a three year period as part of a Law-Related Education project of the Pennsylvania State Department of Education, and were used during the 1976-77 school year as part of a statewide summative evaluation program. Norms were based on the scores of 1,321 students in grades K-12. (Author/MV)

Descriptors: *Achievement Tests; *Citizenship Responsibility; Elementary School Students; *Elementary Secondary Education; Government Role; High School Students; Junior High School Students; Knowledge Level; Law Enforcement; *Laws; *Legal Education; Political Attitudes; Political Science; State Programs; *Student Attitudes

Identifiers: *Assessment of Law Related Competencies; Pennsylvania

ED141404 TM006365

The National Conference on Minimum Competencies: Trends and Issues. Proceedings. (City University of New York, March 4, 1977)

Bossone, Richard M., Ed.; Troyka, Lynn Quitman, Ed.

City Univ. of New York, N.Y. Graduate School and Univ. Center.

4 Mar 1977 119p.; For a related document, see ED 127 376

Sponsoring Agency: City Univ. of New York, N.Y. Graduate School and Univ. Center.; New York City Board of Education, Bronx, N.Y.

Report No.: CASE-03-77

Available from: CUNY Research Foundation, Center for Advanced Study in Education, Graduate School of City University of New York, 33 West 42nd Street, New York, New York 10036 ($3.00)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: CONFERENCE PROCEEDINGS (021)

Journal Announcement: RIENOV77

On March 4, 1977, the Center for Advanced Study in Education (CASE) of the Graduate School and University Center of the City University of New York (CUNY) and the Board of Education of the City of New York co-sponsored a National Conference on Minimum Competencies: Trends and Issues. Six papers were presented: "An Overview Regarding Minimal Competencies", by Chris Pipho; "Minimum Competencies: Problems and Opportunities", by Gordon Ambach; "The Dangers of Knowing Precise Answers to the Wrong Questions", by H.A. Wilson; "Item Characteristics and Criteria", by Donald Ross Green; "The Need for Test Security", by Anthony Polemeni; and "What Everyone Should Know About Minimum Competencies", by Richard M. Bossone and Lynn Quitman Troyka. (MV)

Descriptors: *Basic Skills; *Competency Based Education; *Conference Reports; Educational Assessment; Educational Legislation; Educational Objectives; *Educational Testing; *Elementary Secondary Education; Graduation Requirements; Measurement Techniques; Performance Criteria; Performance Tests; State Legislation; Statewide Planning; Testing Problems

Identifiers: Survival Skills; Test Security

ED139819 TM006305

Guide for an Assessment of Basic Life Skills.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

May 1977 53p.

Sponsoring Agency: National Center for Education Statistics (DHEW), Washington, D.C.

Contract No.: OEC-0-74-0506

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: TEST, QUESTIONNAIRE (160)

Journal Announcement: RIEOCT77

Basic life skill items developed by the National Assessment of Educational Progress (NAEP) to measure the achievement of 17-year-olds in the following areas are presented: (1) personal finance and consumer protection skills; (2) health maintenance skills; (3) interpersonal skills; (4) family responsibility skills; and (5) career development skills. Items in these five areas are distributed throughout six packages. These items were constructed to measure performance on the objectives listed in Appendix B. These assessment items can be part of a pool individual teachers may choose from; they can be used as instructional tools; or they can be part of a classroom-, school- or district-wide assessment. In the Spring of 1978, NAEP will publish nationwide results for these items. These and the results from a school or school district will allow national comparisons. The more closely NAEP procedures are replicated, the more valid will be comparisons with the national results. In addition to presenting the locations of the various items, the following information is also provided: a short general description of the item; a NAEP number useful for referring to NAEP results when they become available; an outline code referring to skill areas; and an answer key. (RC)

Descriptors: Career Development; Citizenship; Comparative Testing; Criterion Referenced Tests; *Daily Living Skills; Educational Assessment; Educational Objectives; *Educational Testing; Grade 11; *Guides; High School Seniors; High School Students; Home Economics; Home Management; Interpersonal Competence; *Item Banks; *Secondary Education; Test Construction; *Test Items

ED138638 TM006276

Predictive Validity of the Vane for the Stanford Early School Achievement Test. Report No. 125.

Hersh, Leonard R.

Horseheads Central School District 1, N.Y.

Nov 1976 5p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIESEP77

Evidence on the predictive validity of the Vane Kindergarten Test (VKT) as a part of the comprehensive screening and assessment battery administered by the Horseheads Central School District in New York is presented. Variable numbers of students at each of six elementary schools were administered the VKT. At the end of the kindergarten year, all students were administered the Stanford Early School Achievement Test, Level I as a part of the district's regular testing program. Individual regression equations and Pearson product-moment correlations were calculated for each member school and for the district. The full scale Vane IQ was correlated with total test raw score on the Stanford. The correlations are presented by school building. The three schools with the highest standard deviations in achievement scores were those experiencing the highest predictive validity. Credulence is therefore added to the proposition that the low validities could be attributable to truncated or range anomalies and not to the test itself. At the present time, the relationship at the end of kindergarten is sufficiently great to warrant a combination of the Vane IQ with other variables, and does not suggest abandoning the test at Horseheads. (RC)

Descriptors: Achievement Tests; Correlation; *Intelligence Tests; *Kindergarten Children; *Predictive Validity; Primary Education; Test Reliability; Test Validity

Identifiers: Stanford Early School Achievement Test; *Vane Kindergarten Test

DIALOG INFORMATION SERVICES, INC

ED137597 CE010676

Understanding the Guidelines for the Rehabilitation Act of 1973 on Evaluating Rehabilitation Potential of the Severely Handicapped: Vocationally Related Components.

West Virginia Univ., Morgantown. Regional Rehabilitation Research and Training Center.

[1975 102p.; For related documents see CE 010 676-678

Sponsoring Agency: Rehabilitation Services Administration (DHEW), Washington, D.C.; West Virginia State Board of Vocational Education, Charleston. Div. of Vocational Rehabilitation.

Grant No.: 45-P-81043-3-01

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIESEP77

This publication addresses one of the significant and critical characteristics of an effective rehabilitation counselor: the awareness of the various kinds of strategies and information that are available to him and the client for decisionmaking. Five sections are included after the introductory section, which briefly discusses evaluation of rehabilitation potential, the preliminary diagnostic study, the thorough diagnostic study, and extended evaluation of the client. Sections are titled Psychological Testing and Evaluation of Rehabilitation Potential, How to Develop and Establish a Training Program on Psychological Testing, The Counselor's Checklist for Reviewing Vocational Evaluation Programs, The Work Sample Approach in Vocational Evaluation, and Counselor Resources for Vocational Evaluation. The appendix provides a list of 44 questions which can be used as a checklist for the vocational evaluator, the vocational evaluation program, and the vocational evaluation process. (SH)

Descriptors: *Career Counseling; Counselors; Diagnostic Tests; Educational Programs; Evaluation Methods; Guidelines; Information Needs; *Program Development; *Program Evaluation; *Psychological Testing; *Rehabilitation Counseling; Resource Materials; *Severe Disabilities; Social Workers

Identifiers: Rehabilitation Act 1973

ED137412 TM006221

An Analysis of the Results of the Florida Educational Assessment Using the NAEP Model. Reading and Mathematics, 1974-75.

Conway, Larry E.; And Others

Florida State Dept. of Education, Tallahassee. Student Assessment Section.; Research Triangle Inst., Durham, N.C.; Westinghouse Learning Corp., Iowa City, Iowa.

May 1976 157p.

EDRS Price - MF01/PC07 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAUG77

This report of the results of the 1974-75 Florida National Assessment Replication in reading and mathematics at the 9-, 13-, and 17-year-old age levels consists of several major parts: an overview of the assessment design and methodology, comparisons of performance levels for groups of Florida students within each age level, comparisons of performance levels for groups of Florida students across age levels, and comparisons of Florida performance levels with National Assessment performance levels. Chapter 2 describes the design and methodology of Florida's National Assessment Replication in reading and mathematics. Chapter 3 reports comparisons of reading and mathematics performance levels for groups of Florida 9-, 13-, and 17-year-olds classified by home, school, and student characteristics. The reporting variables are sex, race, size and type of community, parents' education, reading materials in the home, and Spanish as a native language. Chapter 4 compares reading and mathematics performance levels across ages on items administered at more than one age. Chapter 5 presents comparisons of reading and mathematics performance levels for Florida students and National Assessment groups at ages 9, 13, and 17. Comparisons are made between Florida and the Nation and between Florida and the Southeast. Comparisons are also made between groups of students from Florida and the Nation classified according to sex, race, size and type of community, and parents' education.(Author/MV)

Descriptors: Academic Achievement; Age Differences; Age Groups; *Comparative Testing; Demography; *Educational Assessment; *Elementary Secondary Education; Family Characteristics; *Mathematics; National Norms; Norm Referenced Tests; Parent Education; Racial Differences; *Reading; Research Design; Research Methodology; Sampling; School Role; Sex Differences; Spanish Speaking; *State Programs; Statistical Analysis; Student Characteristics; Testing Programs; Test Results

Identifiers: *Florida National Assessment Replication; Florida Statewide Assessment Program; National Assessment of Educational Progress

ED137410 TM006219

The Menomonee Falls, Wisconsin Experience.

Wurtz, Beatrice

Menomonee Falls Public Schools, Wis.

[Apr 1977 57p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAUG77

The focus of this study was to assess the 17-year-olds' ability to read functional reading tasks and to provide change if and where needed. This was a project between the Menomonee Falls, Wisconsin High Schools (MFHS) and the National Assessment of Educational Progress (NAEP) in the area of reading. Two hundred fourteen 17-year-olds were randomly selected to be tested by local administration guided and directed by NAEP personnel in light reading themes and five reading objectives. The non-parametric sign test was used by NAEP to test for significant differences between the MFHS students and the NAEP Year 02 national and urban fringe respondents. MFHS students read significantly better than the national or urban fringe students on four of the five objectives and equally as well on one objective. MFHS students read significantly better than the national or urban fringe students on seven of the eight reading themes and equally as well on one theme. MFHS-A students read better than MFHS-B students on two of the eight reading themes while MFHS-B students read better than MFHS-A students on four of the eight reading themes. Both MFHS A and B students read equally well on one reading theme. MFHS females read better than the national females tested while MFHS males read better than the national males tested. (Author/MV)

Descriptors: *Comparative Testing; Educational Assessment; *Functional Reading; *High School Seniors; High School Students; National Norms; National Surveys; Program Evaluation ; Reading Tests; *School Districts; *Secondary Education; Sex Differences; Statistical Analysis; *Test Results

Identifiers: *Menomonee Falls Public Schools WI; National Assessment of Educational Progress; Wisconsin (Menomonee Falls)

ED137369 TM006170

Proficiency Verification Systems: A Large-Scale, Flexible-Use Program for Evaluating Achievement in Mathematics.

Buchanan, Aaron D.; Milazzo, Patricia A.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

[Apr 1977 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (61st, New York, New York, April 4-8, 1977)

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEAUG77

Proficiency Verification Systems (PVS) is a new concept in providing management information about local achievement in basic skills. The program includes a network of assessment and reporting components which can be combined in varied ways to generate proficiency information about individual pupils and groups, for teachers, principals, and school administrators. A key feature is the capability to summarize reports according to use of specific instructional programs, and to provide background results obtained from all users of the system. Initial field testing and revisions began in 1975-76 and continues with over 20,000 pupils in three states. (Author)

Descriptors: Academic Achievement; *Basic Skills; *Educational Testing; *Elementary Education; Equivalency Tests ; *Evaluation Methods; *Management Systems; Mathematics; Reading; School Districts; Spanish Speaking; *Student Evaluation

Identifiers: *Proficiency Verification Systems

ED137341 TM006142

Score Reporting and Item Selection in Selected Criterion Referenced and Domain Referenced Tests.

Denham, Carolyn H.

[Apr 1977 24p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, New York, April 5-7, 1977)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAUG77

Twelve tests of reading and math at the elementary level are classified according to a model which makes a distinction between criterion and domain tests. Score reporting and item analysis techniques are discussed. It is argued that most objectives-referenced tests do not specify their domains sufficiently to make interpretations more general than the test items themselves. (Author)

Descriptors: Classification; *Criterion Referenced Tests; Educational Objectives; *Elementary Education; *Item Analysis; Mathematics; Models; Norm Referenced Tests; Reading Tests; Scores; Test Construction; *Test Interpretation

Identifiers: *Domain Referenced Tests

DIALOG INFORMATION SERVICES, INC

ED137091 SE022231

Measurement of Logical Thinking: An Electronic Equivalent of Piaget's First Chemical Experiment.

DeLuca, Frederick P.

Mar 1977 13p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (50th, Cincinnati, Ohio, March 22-24, 1977)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEAUG77

An electronic apparatus, designed and constructed to be an equivalent of Piaget's first chemical experiment, was assessed in terms of reducing discriminatory and administration difficulties often criticized in Piagetian tasks. In this study, the chemical task and its electronic equivalent were included in a battery of five tasks and were randomly switched between first and fifth positions in order of administration. The battery was administered to 64 intermediate-ability twelfth-grade chemistry students (mean age 17 years 7 months). Contingency matrixes were constructed for the comparison of tasks and sex, order of tasks and between tasks. Times for administration of chemical (mean time = 14 min.) and electronic (mean time = 4.4 min.) tasks were recorded. Statistical analyses of the data revealed that both tasks were sex-free and equally effective in discriminating between concrete and formal operational subjects. The electronic task provided several advantages: (1) better control of the variables; (2) more compact and easily transported; and (3) less time consuming than the chemical task in administration. (CS)

Descriptors: *Chemistry; Cognitive Measurement; *Cognitive Tests; *Educational Research; Electronic Equipment; *Evaluation; Science Education; *Secondary Education; *Secondary School Science

Identifiers: *Piaget (Jean)

ED137053 SE020505

Bank of Items for H.S.C. Biology Level III and Division 1 with Computerised Self-Moderation and Error Analysis Procedures Using the Items from the Bank.

Palmer, D. G.

Tasmanian Education Dept., Hobart (Australia).

1975 145p.; Contains occasional light type

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Document Type: TEST, QUESTIONNAIRE (160)

Journal Announcement: RIEAUG77

This publication presents an organized collection of biology questions, designed for use in evaluation at the secondary level in Tasmania. Each item has been tried for quality and is accompanied by its difficulty percentage as well as by its content area and the mental processes required to answer it. The content areas include: Diversity, Interrelationships, Change, Living World, Organs and Systems, Interaction and Maintenance, Cellular Level, Continuity, and Evolution. The mental processes include: knowledge, comprehension, application and analysis. A Self-Moderation Scheme, designed to compare a school's or class' performance on an entire test with that of other schools, is discussed. An Error Analysis Procedure, designed to provide for a comparison of a school's or class' performance on items within each content area of the test with the performance of other schools, is detailed. (BT)

Descriptors: *Biology; *Evaluation; *Item Banks; Measurement; Multiple Choice Tests; Norm Referenced Tests; *Science Education; *Secondary Education; Test Construction; *Tests

Identifiers: Australia (Tasmania)

ED136244 CS003303

The Relationship between Early Assessment and Adjusted Instructional Strategies in Reading for High Risk Learners.

Donovan, Margaret A.

1976 40p.; Paper presented at the Annual Meeting of the International Reading Association Far West Regional Conference (4th, Honolulu, July 29-31, 1976)

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEAUG77

This review of the literature on kindergarten assessment and its relationship to primary reading achievement is divided into the the following sections: (1) studies which support early assessment; (2) studies which suggest the use of a battery over a single readiness test; (3) studies which utilize assessment data for treatment purposes; (4) studies which relate to the modality concept; and (5) studies which suggest a developmental sequence in the areas of perception and cognition. Research findings on the correlation of readiness test scores with primary reading achievement clearly indicate that early assessment should be a functional reality in every school district. Studies have shown the superiority of the battery over the single test for identification of high-risk learners. Research findings on specific methods and strategies for use with high-risk pupils are inconclusive. It is suggested that at the end of first grade, pupils whose preferred modality is congruent with the primary instructional strategy of the initial reading program will achieve higher than pupils whose preferred modality is not congruent with the primary instructional strategy of the initial reading program. (LL)

Descriptors: Beginning Reading; Diagnostic Tests; *Kindergarten Children; *Literature Reviews; Primary Education; *Reading Achievement; *Reading Difficulty; *Reading Readiness; *Reading Readiness Tests; Teaching Methods

ED133056 PS008983
First Grade Pilot Project.
Tutalo, Anthony J.
1 Jun 1976 123p.; Ed.D. practicum, Nova University
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAY77
This document describes the development, implementation, and evaluation of a program aimed at increasing the level of achievement of first-grade students at the Edmund W. Flynn Model Elementary School. The diagnostic and placement procedure developed allowed for student placement in programs aimed at individual strength while providing remediation in areas of weakness. Programs were developed to respond to identified needs. Included in the document are sections on parent orientation sessions, the screening program, student placement, visual and aural reading approaches, remediation programs and parent activities, including a parent-reading workshop. There is a formative and summative evaluation of the program. Appendices include questionnaire forms; descriptions of community agencies; test results; and tables which correlate specific objectives, methods to obtain objectives, and evaluative procedures for the visual program. (Author/MS)
Descriptors: Academic Achievement; Aural Learning; Diagnostic Tests; *Elementary Education; Formative Evaluation; Grade 1; *Intervention; Parent Participation; Phonics; *Pilot Projects; Practicums; *Program Development; Questionnaires; Reading Diagnosis; *Remedial Programs; *Remedial Reading; *Screening Tests; Summative Evaluation; Visual Learning

ED131997 SE020514
Learning Environment Inventory (1967-68 Edition).
Walberg, Herbert J.; Anderson, Gary J.
Harvard Univ., Cambridge, Mass. Harvard Project Physics.
1968 21p.; Not available in hard copy due to marginal legibility of original document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: TEST, QUESTIONNAIRE (160)
Journal Announcement: RIEAPR77
This instrument contains 105 items designed to measure the classroom climate of the secondary school classroom. Students select one of four responses from strongly agree to strongly disagree. Data on reliability and scale correlations are provided. (MH)
Descriptors: *Classroom Environment; Educational Environment; *Evaluation; *Measurement Instruments; Science Education; *Secondary Education; *Tests

ED131353 95 CG010900
Career Assessment Instruments for Secondary School Counselors.
Crowley, Thomas J.; And Others
New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord
1976 31p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEAPR77
This document, an addition to the New Hampshire Model for Secondary School Guidance Programs, provides guidelines to help counselors select tests for occupational guidance. The career assessment instruments most commonly used in secondary schools are compared and contrasted. Publishers' addresses, costs of specimen sets and comments regarding the reliability and validity are included in the annotations. Also included are eight interest tests, three aptitude batteries, and four other standardized career development instruments: Assessment of Career Development (ACE); Career Development Inventory (CDI); Career Maturity Inventory (CMI); and Career Planning Program. Personality tests are not incorporated into the review. A brief chapter on interpreting test results with students includes questionnaires useful in systematizing the information obtained through testing. (KS)
Descriptors: Aptitude Tests; *Career Choice; *Career Guidance; *Educational Testing; Guides; Interest Inventories; *Measurement Instruments; Secondary Education; Secondary School Students; *Students; *Test Reviews; *Test Selection; Vocational Interests

DIALOG INFORMATION SERVICES, INC

ED130033 CE008182

Hampden District Regional Skills Center. Orientation & Assessment. Description & Objectives.

Hampden District Regional Skills Center, Springfield, Mass.

1976 22p.; Page 2 will not reproduce well due to faint type

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEMAR77

This booklet describes a 5-day orientation and assessment program (for economically disadvantaged people who are unemployed and have no marketable skill) designed (1) To determine the trainees' level of learning, his aptitudes, attitudes, abilities, behaviors and interests in the employment field; and (2) to introduce the trainee to the world of work. Test batteries used by the counseling staff are described briefly: The General Aptitude Test Battery, designed to measure abilities in non-specific areas; the General Clerical Test, designed to measure aptitudes related to clerical work; the Kuder Preference Record, used to locate various occupational interest clients may have; the Bennett Mechanical Comprehensive Test, used to show understandings of the relationships of physical forces and mechanical elements in practical situations; the Inter-American series, designed to determine reading and ability of Spanish-speaking people; and the Test for Adult Basic Education, used to determine reading, mathematics and language achievement level. Objectives for the orientation and the assessment components are listed and brief descriptions are given of the various assessment units: Work sampling, "hands on" occupational assessments, physical health and hygiene, physical examination, and vocational counseling. (WL)

Descriptors: Career Counseling; Career Guidance; *Counseling Services; Educational Assessment; *Orientation; Program Descriptions; *Skill Centers; *Testing Programs; *Unemployment; Vocational Aptitude; Vocational Interests

ED129877 TM005679

The MAT-SEA-CAL Instruments for Assessing Language Proficiency.

Matluck, Joseph H.; Mace-Matluck, Betty

[Apr 1976 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB77

The Multilingual Test Development Project, recently completed in Seattle, Washington, has yielded a series of comparable oral proficiency tests in six languages designed for use with elementary school children, K-6. Extensive field testing of the English, Spanish, Cantonese, Mandarin, Tagalog, and Ilokano tests was conducted with a research sample of several thousand students, both in the metropolitan area of Seattle and in several of the large migrant centers of eastern Washington and southern Idaho. This paper describes the project, reports on the preliminary findings, and focuses on the problems encountered and the solutions devised in attempting oral language assessment in a multilingual community. Both the findings and the research design will have implications for educational planning and program development by school districts throughout the country and for further research in these areas. (Author/BW)

Descriptors: Bilingual Education; Bilingualism; *Bilingual Students; *Elementary Education; *English (Second Language); Field Studies; Grammar; Language Planning; *Language Proficiency; *Language Tests; Needs Assessment; Phonology; Reading Achievement; Scoring; *Standard Spoken Usage; Test Construction; Test Reliability; Test Validity

ED129859 TM005619

The California High School Proficiency Exam.

Polgar, Ellen

1 Jun 1976 129p.

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB77

The California High School Proficiency Exam (CHSPE) allows a 16-or-17 year old who passes it to leave school as early as age 16, with parental permission, earning the legal equivalent of a diploma. The exam focuses on basic reading and computing skills. In this study, a variety of findings are reported. School districts have a budgetary disincentive to be receptive to the CHSPE, because every student who exits early results in revenue losses to the district. A long-range budgetary effect of the CHSPE is to shorten the period of total schooling time and result in potential net savings to the state. Choices outside the high school may be limited for CHSPE certificate-holders. Those who pass the exam and stay in school can take more pleasurable courses, yet not worry about making up or taking more required courses. The survey that is included here was used to obtain a profile of the students who do take the exam. (Author/BW)

Descriptors: Academic Standards; Basic Skills; Community Colleges; Educational Legislation; Educational Opportunities; *Equivalency Tests; Financial Problems; *Graduation Requirements; High School Students; Mathematics; Norm Referenced Tests; Reading Skills; *Secondary Education; State Aid; State Legislation; *State Programs; Student Characteristics; Surveys; *Testing Programs

Identifiers: *California High School Proficiency Exam; General Educational Development Tests

ED129856 95 TM005476

A Process for Affecting Student Career Maturity Development in a Rural Schools System.

Peters, Richard Oakes; Fisher, L. Timothy

New Hampshire Supervisory Union 58, Groveton.

[1976 34p.; Experimental Schools Program; For related document, see ED 121 991

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEFEB77

Career education is an ongoing process which begins at an early age in the life of the child with the development of an awareness of careers and occupations, and proceeds systematically through the stages of exploration, counseling and guidance, training, and job placement. The New Hampshire Supervisory School Union 58 Experimental Schools (ES) project became operational in July 1973, charged with providing students with not only a perceptual enrichment process, but also to affect their career maturity development; providing both in-school and on the job training opportunities which enhance skills development and result in exposure to a variety of work experiences. The CTB/McGraw Hill Career Maturity Inventory (CMI) was used to measure the career maturity development of selected elementary grade students, and conclusions are discussed. (BW)

Descriptors: Attitude Measures; Career Awareness; Career Counseling; *Career Education; Career Exploration; Career Guidance; Community Involvement; *Elementary Secondary Education; Inservice Teacher Education; Job Placement; Longitudinal Studies; *Maturity Tests; Models; Program Descriptions; Rural Schools; School Districts; *Vocational Maturity; Work Experience Programs

Identifiers: Career Awareness Inventory; *Career Maturity Inventory

ED129749# SP010462

Olympic Promotion in School-Canada-JOG.

Canadian Association for Health, Physical Education, and Recreation, Ottawa (Ontario).

1975 156p.; In English and French

Available from: CAHPER, 333 Chemin River Road, Vanier City, Ottawa, Canada K1L 8B9 (No price quoted)

Document Not Available from EDRS.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEFEB77

This book was prepared for elementary and secondary school students and teachers to promote the 1976 Olympics in Canada through the educational media. It is written in both French and English. Five subject categories are covered: Communications; Sciences; Social Sciences; Arts; and Physical Education. These subjects are addressed to students in four grade levels: Elementary I, grades 1,2,3; Elementary II, grades 4,5,6; Secondary I, grades 7,8,9; and Secondary II, grades 10,11,12. The presentation of this material is in the form of games, puzzles, and exercises ranging in difficulty from simple coloring pictures for the first grade to complex mathematical problems for high school students. (JD)

Descriptors: Communication Skills; *Educational Games; *Elementary Secondary Education; Fine Arts; Foreign Countries; *Physical Education; Practical Arts; Puzzles; Sciences; Social Studies; *Tests

Identifiers: Canada; Olympic Games

ED129442 PS008852

The Development of an Instrument for Assessing Young Children's Perceptions of Individual Differences.

Roecks, Alan L.; And Others

5 Dec 1975 23p.; Filmed from best available copy; Paper presented at the Annual Meeting of the Wisconsin Educational Research Association (Madison, Wisconsin, December 5, 1975)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEFEB77

This paper reports on the development of the Youth Bends Easily Instrument designed to assess children's attitudes toward human differences. The instrument was commissioned by the Madison Public Schools (Wisconsin) to evaluate the Individual Differences program designed to help primary grade children deal with racial, physical, and social differences and their perceptions of them. An instrument was developed that relied on pictures and oral language. Children were presented with pictures of groups of children. Figures were drawn so that six basic dimensions for discrimination resulted: size, dress, sex, physical disability, ethnic grouping, learning ability. Associated with each picture was a stimulus question requiring a response by the children (e.g. Which children are Americans?) Results are tabled and discussed for kindergarten, first, and second grades involved in the program. Checks for reliability and validity are described. Results support the possibility of measuring the effect of a public school program of individual differences using the individual differences instrument. Effectiveness of the program is briefly discussed. (Author/SB)

Descriptors: Disabilities; *Elementary Education; Ethnic Groups; Females; Grade 1; Grade 2; *Individual Differences; Males; *Measurement Instruments; *Perception Tests; Primary Education; Program Evaluation; Questionnaires; *Social Attitudes; *Test Construction; Test Validity; Visual Stimuli

Identifiers: *Youth Bends Easily Instrument

ED129420 PS008820

Differential Effects of Modeling Two Strategies on Information-Processing Efficiency Among Elementary-School Children.

Richman, Shanna

Sep 1976 15p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D. C., September 3-7, 1976)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEFEB77

This study was designed to investigate the effects of modeling or training with and without rule provision on the employment of strategies in solving four-dimensional, discrimination-learning problems. Subjects were 144 second and sixth-grade children from the New York City Public Schools. The blank-trial hypothesis testing paradigm was used. The children were individually pre-trained to familiarize them with the stimuli and the blank-trial methodology and then exposed to one of three 10-minute videotapes. Four problems were presented and solved by a modeling subject on each tape. Three tapes were used: one modeling focused checking, one modeling dimension checking, and a control tape. Strategies used by children fell into five categories: focused testing, dimension checking, hypothesis checking, stereotypes and unsystematic. Charts show the percentages of pupils using the various strategies after exposure to the experimental and control conditions. A number of implications are drawn from the data. Of note is the large percentage of focusing elicited among sixth graders after exposure to the focusing and control tapes compared with very little focusing elicited from second graders under any experimental conditions. (MS)

Descriptors: Age Differences; Cognitive Processes; *Discrimination Learning; Educational Research; *Elementary Education; *Elementary School Students; Feedback; *Hypothesis Testing; *Information Processing; *Observational Learning; Perception; Visual Stimuli

Identifiers: *Modeling

ED128539# UD016459

Language Proficiency in the Multi-Racial Junior School: A Comparative Study.

McEwen, E. C.; And Others

1975 113p.

Available from: Humanities Press Inc., Hillary House, Atlantic Highlands, New Jersey 07716 ($8.00)

Document Not Available from EDRS.

Language: ENGLISH

Document Type: BOOK (010)

Journal Announcement: RIEJAN77

This book documents the results of a survey to acquire information regarding the English proficiency of second generation minority group children in Britain. The aim of the survey was to do the following: to establish the level of proficiency in English of minority group pupils of junior school age who had received different educational treatments, to compare the proficiency in English of British born minority group children with that of similar born to indigeneous parents, to compare the proficiency in English of both groups of children born in England with that of those born abroad of similar age and socioeconomic background, and to relate different levels of proficiency in English to characteristic features of the pupils' background and learning history. Consideration was given to the aspects of the children's home and school background in relation to their performance in English. The chapters of the book focus on: the tests (outline of the tests, development of the tests, findings arising out of test development, and interpretation) design of the survey (proposed sample and variables), administration of the survey, nature of the sample tested, treatment of the data from test, performance in relation to the main variables (age, sex, ethnic group) and performance in relation to the background variables (percentage of immigrants in school, background education, length of stay in Britain, special English teaching, preschool education, English spoken at home, and English spoken at school). (Author/AM) Jersey 07716

Descriptors: Age Differences; *English; English (Second Language); Ethnic Groups; Immigrants; *Junior High Schools; Junior High School Students; *Language Proficiency; Language Skills; *Language Tests; *Minority Group Children; Secondary Education; Sex (Characteristics); Social Characteristics; Student Characteristics; Surveys; Test Construction; Test Interpretation; Test Results

Identifiers: *England; *Wales

DIALOG INFORMATION SERVICES, INC.

ED128428 TM005613

A Study of California High School Proficiency Examination Candidates in the Grossmont Union High School District; Second Test Administration, March 1976.

Jacobson, Thomas J

Grossmont Union High School District, Calif.

21 Jun 1976 29p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN77

The current study is a comparison of the characteristics of the candidates from the Grossmont Union High School District who took the March 1976 administration of the California High School Proficiency Examination, with special attention to the differences between those candidates who passed the examination and those who did not . Significant differences were noticed in sex; race; language spoken in the home; grades in English, science, mathematics, and foreign language; number of failing grades received; number of elementary schools attended; educational and vocational plans; reasons for attending high school; curriculum studied in high school; attitude toward high school administrators; and areas in which the students felt they did not receive adequate instruction. (BW)

Descriptors: Academic Standards; *Equivalency Tests; *Failure; Graduation Requirements; High School Students; Questionnaires; *Secondary Education; State Programs; Statistical Analysis; *Student Characteristics; *Success; Tables (Data); Testing Programs

Identifiers: *California High School Proficiency Examination ; *Minimal Competency Examinations

ED128367 TM005489

Validation of ASVAB-2 Against Civilian Vocational-Technical High School Criteria.

Jensen, Harald E.; Valentine, Lonnie D., Jr.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Mar 1976 34p.; For related document, see ED 092 058

Sponsoring Agency: Air Force Human Resources Lab., Brooks AFB, Texas.

Report No.: AFHRL-TR-76-16

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN77

In early 1966, the military services were directed to explore the feasibility of creating an aptitude test battery which would stimulate interest in military service, provide counselor and student information on vocational aptitudes, provide the services with information on enlistment prospects, establish mental qualifications for enlistment and induction, identify enlistment applicants for particular occupational or training systems, and classify and assign personnel. A working group consisting of personnel test experts from all of the military services was set up to study the feasibility of such a test battery, and to develop a prototype. The Armed Services Vocational Aptitude Battery (ASVAB) was developed from this effort. The essential purpose of the present study was to develop information on the relationship between performance of high school students on the subtests and composites of the ASVAB, and their subsequent performance in civilian vocational curricula. Approximately 4300 high school students took the ASVAB in 1973-74, and the validity of each subtest was established through multiple regression analysis of the test scores and the corresponding students' grades. (BW)

Descriptors: Academic Achievement; *Aptitude Tests; Armed Forces; Grades (Scholastic); High School Students; Military Personnel; Multiple Regression Analysis; Predictive Measurement; *Secondary Education; Statistical Data; *Technical Education; *Test Validity; *Vocational Aptitude; *Vocational Education

Identifiers: Air Force; *Armed Services Vocational Aptitude Battery; ASVAB 2

ED127528 CG010756

Role of Diagnostics in Modern Clinical and Counseling Psychology Programs: Evolution of the Current Evaluation and Assessment Sequence at Sangamon State University.

Noak, John R.

1976 13p.; Paper presented at the Annual Convention of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEJAN77

Establishing and supporting a theoretical view in favor of assessment and evaluation as an adjunct to psychotherapy is clearly a difficult task in view of current anti-testing biases. But translating that viewpoint into practical terms within the environment of an emerging university can prove to be every bit as difficult. The current paper treats the rationale and techniques used to plan and implement a conceptual framework for human assessment in a systematic and effective manner at Sangamon State University. The approach used is innovative in that it cuts across programmatic boundaries to meet student needs while satisfying administrative requirements for cost efficiency. (Author)

Descriptors: *College Curriculum; *Counseling Services; Diagnostic Tests; Evaluation; Higher Education; *Humanistic Education; *Integrated Curriculum; Program Descriptions; Program Development; Speeches; *Testing Programs

DIALOG INFORMATION SERVICES, INC.

ED127350# TM005440

The Experimental Certificate of Extended Education. A Report to the Schools Council by the National Foundation for Educational Research.

Duckworth, Derek

National Foundation for Educational Research in England and Wales, London.

Nov 1975 113p.

Available from: Humanities Press Inc., Hillary House-Fernhill House, Atlantic Highlands, New Jersey 07716 ($9.50)

Document Not Available from EDRS.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEDEC76

In an effort to meet the needs of a wider range of abilities in sixth-form students in England, their major and minor studies were combined with a program of general studies in curriculum working toward a Certificate of Extended Education (CEE). In summer 1974, the CEE experimental testing program was offered to students in the sixth form, specifically aiming at those who did not aspire to enter the university program. In attempting to define the potential target group of such a test, previous educational attainment, projected educational and employment intentions, opinions of the CEE program, and other examination programs being taken concurrently were recorded by each of the students in the survey group, along with their school type, age, and sex. The other purpose of the program, which was only partially accomplished, was to develop a criterion-referenced testing program. (BW)

Descriptors: Achievement Tests; College Preparation; *Criterion Referenced Tests; Curriculum Design; *Educational Certificates; Educational Testing; Grading; Norm Referenced Tests; Prevocational Education; Scoring; *Secondary Education; *Student Certification; Surveys; *Testing Programs

Identifiers: Certificate of Extended Education Examinations; *England

ED126160 TM005438

Competency Tests and Graduation Requirements.

Clark, James P.; Thomson, Scott D.

National Association of Secondary School Principals, Reston, Va.

1976 76p.

Available from: The National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIENOV76

The use of a variety of specific competency tests that measure skill achievement required for high school graduation are reviewed in this monograph. The successful performance of certain competencies ordinarily is viewed as an important adjunct of course work. They are not seen by most schools as a replacement for course work, but rather as one significant step toward giving the diploma. The monograph addresses the dual question of assisting students while at the same time insisting that the diploma regain meaning. It provides a background to the competency test movement, and reports on the initiatives taken nationwide to use applied performance tests as a requirement for graduation. Items are presented for several competency tests in current use in the areas of mathematics, reading, writing, democratic process, art, music, and money management. Appendices contain lists of states and schools using competency tests and legislation and State Board rulings concerning competency tests. (RC)

Descriptors: Academic Standards; Basic Skills; *Criterion Referenced Tests; Daily Living Skills; Educational Legislation; Educational Testing; Elementary Education; *Equivalency Tests; *Graduation Requirements; High School Students; *Performance Tests; School Districts; *Secondary Education; State Boards of Education; Test Construction

Identifiers: *Applied Performance Testing

DIALOG INFORMATION SERVICES, INC

ED120571 CE006969

Pre-Postsecondary Program Evaluation Report 1974-1975.

Kent State Univ., Ohio. Bureau of Educational Research and Services.

Aug 1975 570p.; Not available in hard copy due to marginal reproducibility of the original

Report No.: VT-102-679

EDRS Price - MF02 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEAUG76

The Pre-Postsecondary Program (PPSP) was conducted during the 1974-75 school year at four Ohio secondary schools in order to offer a career exploration program for students in grades 11 and 12 that would be related to the high school content and provide a foundation for careers in the students' areas of interest. The report presents the evaluation of the PPSP in social science at Live Oaks Joint Vocational School and in health at Scarlet Oaks and Penta Joint vocational schools and Firestone High School. Program teachers and administrators discussed objectives for evaluation of the PPSP and developed criterion-referenced tests to assess students' achievement of the various programs' objectives. These tests were given to control groups and to PPSP students and the resulting scores analyzed and compared. Descriptions of all tests (interest, achievement, and ability) are presented for the different locations, programs, and test forms. It was found that the PPSP appears to have resulted in general achievement comparable to a traditional high school curriculum, in addition to giving some of the students specialized knowledge about their career areas. Most of the document is comprised of appendixes detailing the questionnaires, surveys, tests, and comments of administrators, teachers, parents, and students. (MF)

Descriptors: Ability Identification; Achievement Tests; Allied Health Occupations Education; Analysis of Variance; *Career Exploration; Comparative Analysis; *Criterion Referenced Tests; Educational Assessment; Educational Programs; *Educational Testing; Grade 11; Grade 12; Interest Inventories; *Program Evaluation; Questionnaires; Regional Schools; School Surveys; Science Tests; *Secondary Education; Test Construction; Vocational Schools

ED120168 SP009941

AAPHER Youth Fitness Test Manual. Revised 1976 Edition.

Hunsicker, Paul A.; Reiff, Guy G.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

1976 84p.; For related document see ED 099 353

Available from: AAHPER Publications-Sales, 1201 16th St., N.W., Washington, D.C. 20036 (no price quoted)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: TEST, QUESTIONNAIRE (160)

Journal Announcement: RIEJUL76

This test manual was designed to aid recreation and community leaders in determining the performance levels of those who participate in their programs and, where appropriate, in working towards higher levels of achievement. The first section discusses the test and the national norms that have been determined for it. It is stated that the test is a battery of six test items designed to give a measure of physical fitness for both boys and girls in grades five through twelve. Charts are provided which compare average scores on the tests in 1958, 1965, and 1975. The second section contains detailed instructions for administering each test. The next three sections discuss the three types of forms used for recording the test data, and how to compare test results. Tables are also presented in these sections for use in the comparison of test scores. The final two sections contain information on testing, and copies of the recording forms. Appended is a list of participating schools and personnel in the 1974-75 test. (RC)

Descriptors: *Elementary Secondary Education; Females; Males; *Physical Education; *Physical Fitness; *Testing

ED119816 PS008363

Reading Disabilities Prevention in Five Year Olds: A Case of Development X Treatment Interaction.

Farnsworth, Linda L.; And Others

Mar 1975 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, D.C., March 30-April 4, 1975)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEJUL76

A total of 211 kindergarten children, aged 63 to 81 months, were classified into two groups according to the risk of failure in first grade predicted for them on the basis of their performance on the Wide Range Achievement Test (WRAT) and the Draw a Person (DAP) test. According to prediction, Group I children without intervention would probably fail at learning to read, and Group II children would read with no unusual difficulty. A diagnostic/prescriptive program was designed for each child in each group and implemented through the kindergarten year; however, Group I children received more intensive individualized attention than Group II children. At the end of the year the children were reassessed and reassigned to risk groups, and the data were compared to data obtained in other kindergartens. Results showed that risk status is related to level of development, but not to age or sex. There is tentative evidence to suggest that readiness for success in Grade 1 depends upon development as well as kindergarten training. Correlation between development and risk may point to reasons why (of the "at risk" children who profited most from prescriptive education in kindergarten) the boys performed at levels below those of their female classmates at the end of the year. Little variance in risk status was explained by DAP, which was negatively correlated with reading readiness and fine motor control. (GO)

Descriptors: Early Childhood Education; *Educational Diagnosis; *Grade 1; Intellectual Development; Intervention; *Kindergarten; Kindergarten Children; Motor Development; *Reading Difficulty; *Reading Readiness Tests; Screening Tests ; Sex Differences; Student Evaluation

ED119049 CG010355

A Systems Approach to Kindergarten Screening: Systems Intervention and Test Development.

Cote, Marianne; Harper, Gregory F.

12p.

Available from: Gregory F. Harper, Department of Early Childhood Education, Room 300, Education Building, Kent, Ohio 44242

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEJUL76

This paper presents a method of designing and implementing a kindergarten screening procedure utilizing principles of systems intervention, needs analysis, and criterion referenced testing. Emphasis is placed on involvement of all elements of the educational system and on careful delineation of the role of each. Teachers are actively involved in the design and implementation of the assessment device, which was used to evaluate 180 children in its first year of use. It is suggested that this method eliminates many of the problems associated with conventional screening procedures. The method of test development and implementation is consistent with the principles of consultative school psychology and is effective in overcoming problems of validity and utility of traditional assessment procedures. (Author)

Descriptors: *Kindergarten Children; Program Descriptions; *School Readiness Tests; *Screening Tests; *Systems Approach; Test Construction; Testing; *Testing Programs

DIALOG INFORMATION SERVICES, INC

ED118797 CE006328
Career Education Program. Troup Middle School. Final Report.
Gagliardi, Vincent M.
New Haven Public Schools, Conn.
1 Jul 1975 58p.
Sponsoring Agency: Connecticut State Dept. of Education, Hartford. Div. of Vocational Education.
Report No.: VT-102-536
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIEJUL76
The report describes the planning, development, implementation, and evaluation for the 1973-74 school year of a pilot program in career education for an inner city middle school. Career education was infused into the ongoing curriculum in a team-taught interdisciplinary approach. Career clusters were related to the major academic areas utilizing community resource personnel in the school setting, while field trips provided first-hand experience. Parents participated by assisting with clerical duties, accompanying students on field trips, and sharing personal work experiences. Interest surveys and occupational cluster pretests were administered to all students. In program assessment, some of the techniques employed were: evaluation of student's participation, staff meetings, participation and response of parents, community participants' critique, and pretesting and posttesting of student participants. A considerable majority of students improved their scores on the career clusters posttests. The pretests for each of the eight clusters are appended, along with the student preprogram inventory, and the staff and parent questionnaires. (NJ)
Descriptors: *Career Education; *Inner City; Interdisciplinary Approach; *Middle Schools; Occupational Clusters; Parent Participation; *Pilot Projects; Pretesting; Pretests Posttests; Program Descriptions; Program Evaluation; Questionnaires; Secondary Education; Team Teaching; *Tests
Identifiers: Connecticut (New Haven)

ED118712 UD015754
Final Evaluation Report of the Title I, ESEA Pilot Cooperative Project West Helena Arkansas .
Educators Consulting Services, Inc., Conway, Ark.; Helena-West Helena School District, Ark.
Oct 1975 99p.
Sponsoring Agency: Arkansas State Dept. of Education, Little Rock. Div. of Federal Programs.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUN76
The project discussed here was an outgrowth of a Title I, Elementary Seconoary Education Act cooperative project involving nine Arkansas school districts. Initiated during 1971-72 school year, the cooperative's first two years focused on developing and field testing procedures for conducting district wide assessment of needs, program planning, and program evaluation. During the 1973-74 school year, these procedures were applied. That year's results served as a basis for further development and refinement during 1974-75. The purpose of this report is to describe the project activities implemented during 1974-75 and to present the evaluation results. The project utilized the Continuous Assessment Reading Design (CARD), a criterion-referenced assessment instructional program. The assessment component is designed to measure the specific skill needs of pupils, who have demonstrated an ability to perform at instructional levels kindergarten through six in the reading materials or basal series currently in use in their school district. The tests provide teachers with immediate and specific information about the pupils' reading skill strengths and weaknesses. Since each test item is keyed to a performance objective, the items missed by a pupil yield a profile of skill needs in the form of performance objectives. (Author/JM)
Descriptors: Accountability; Administrator Role; Basic Skills; *Criterion Referenced Tests; *Elementary Education; Elementary School Teachers; *Individualized Instruction; Program Evaluation; *Reading Programs; School Administration; School Supervision; Student Needs
Identifiers: *Arkansas; Elementary Secondary Education Act Title I

DIALOG INFORMATION SERVICES, INC

ED118270 PS008393
Changing the Others-Concept in Elementary School Children.
Aug 1975 9p.; Paper presented at the Annual Meeting of the American Psychological Association (83rd, Chicago, Illinois, Aug. 30-Sept. 3, 1975)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEJUN76
This paper briefly describes three studies in which the Paired Hands Test was used to assess the other-concept as a means of evaluating project or program objectives. The first study involved the use of the Paired Hands Test to evaluate an Afro-American Curriculum Project in which teachers recieved training in the development of a curriculum intervention project in their classrooms. In the second study, the instrument was used in the evaluation of an Outdoor Education Project where biracial teams worked together to solve a variety of science and mathematical problems set in an outdoor environment. In the third study, descriptive data was collected which reflect the characteristics of distributions of scores obtained by pupils at the fifth and sixth grade levels in one school in which the pupils were predominantly white, and in another school in which the pupils were predominantly black. Implications from the results of these studies are briefly discussed. (JMB)
Descriptors: *Elementary Education; *Measurement Instruments; *Program Evaluation; Racial Differences; Racial Relations; Testing Problems; Test Results; *Tests; *Test Validity
Identifiers: *Others Concept

ED117958 FL007319
The Construction and Use of Standardised Tests of Intelligence and Attainment. Pamphlet No. 3.
Pinsent, A.
Wales Univ., Aberystwyth. Univ. Coll. of Wales.
[1960 53p.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: BOOK (010)
Journal Announcement: RIEJUN76
The British Education Act of 1944 stipulated that instruction and training be offered according to the ages, abilities, and aptitudes of pupils. One specific problem concerned the entry to secondary schools of pupils from a variety of primary schools. The resulting problem of determining the different aptitudes and abilities has been partially solved by the use of standardized tests. This pamphlet is designed to provide a brief introduction to the methods of constructing and using standardized tests, and to discuss special difficulties encountered in the construction and use of standardized tests in Wales, a mixed language area. Specifically discussed are the various kinds of standardized tests, what is meant by standardization, what such tests determine, the choice of tests, comparison of the results of various tests, and the concepts of mental age, attainment ages and quotients. (CLK)
Descriptors: Achievement Tests; Aptitude Tests; *Bilingual Education; Educational Policy; English; Intelligence Quotient; Intelligence Tests; Measurement Instruments; *Secondary Education; *Standardized Tests; *Test Construction; Test Results; Tests; *Welsh
Identifiers: *Wales

ED117262 UD015664
Methodological Issues in the Early Identification of a High Risk Population in an Urban Public School System.
Kosinski, Sharon
Nov 1975 43p.; Paper presented at the Rocky Mountain Educational Research Association Annual Conference (6th, Las Cruces, New Mexico, November 13-14, 1975)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEMAY76
This paper describes Project HELP (Highlighting Early Learning Problems) stated to have been designed to determine or to develop a battery of screening instruments to identify those K-1 students who manifest learning problems indicative of exceptionality. The purposes, objectives, and a summary of the types of evaluation questions the study sought to investigate are provided. The methodology section contains a description of the sample involved and the screening instruments used. The instruments used in the identification of potential learning problems at level one include a teacher checklist of development, parent checklist of development, teacher observation survey, and language and health screening form. A summary of the procedure involved with each instrument is discussed. The results of the study indicate an overall high risk percentage of approximately 22 percent which is considered to approximate theoretical high risk percentages of potential learning problems specified by professionals in the field of special education. Several recommendations are made, among them being a projected information retrieval system, a proposed diagnostic/assessment center, and in-service training program. (Author/AM)
Descriptors: *Evaluation Methods; Exceptional Persons; Family Environment; Family Influence; Group Testing; Health Conditions; *Human Development; Identification; *Kindergarten Children; Language Acquisition; *Learning Problems; Screening Tests; *Tests
Identifiers: Project HELP; Project Highlighting Early Learning Problems

DIALOG INFORMATION SERVICES, INC.

ED116802 PS008281
Culture and Conservation in Chiapas.
Steinberg, Brenda M.; Dunn, Lynne A.
Apr 1975 21p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEMAY76
This study examined the impact of culture, language, and familiarity with materials on the ability to solve traditional conservation problems. A total of 80 Tzeltal speaking children from two traditional Mexican Indian (Mayan) villages participated in the study: 5 boys and 5 girls drawn from each of four age group (6-7, 8-9, 10-11, 12-13). The men in both villages are agriculturalists; the women in one village are potters and in the other village they embroider blouses. Conservation of continuous quantity was examined using beans, clay, and water. Conservation of weight was studied using clay. Each child completed all tasks. Analysis of the data suggests that the ability to make conservation judgments improves with age among Mayan children as it does elsewhere in the world, but that performance lags behind U.S. norms by about 3 years. Language and culture differences which may explain this apparent performance lag are described. It was concluded that the conservation paradigm may not be a "culture free" test of cognitive competence. (ED)
Descriptors: *Cognitive Development; *Conservation (Concept); Cross Cultural Studies; Cultural Differences; *Culture Fair Tests; Developmental Tasks; Educational Anthropology; Educational Theories; *Elementary Education; Language Patterns; *Mexicans; Sociocultural Patterns
Identifiers: *Maya (People

ED116478 FL007356
English as a Second Language in Kindergarten--Testing Young Children. Preschool Education Series, No. 3. Indochinese Refugee Education Guides.
Center for Applied Linguistics, Arlington, Va.
1975 4p.; Adapted from "Teaching English as a Second Language in the Kindergarten," by Muriel Saville-Troike; For related documents, see FL 007 354-357
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY76
This guide first points out the difficulty and the lack of reliability involved in using tests to evaluate the abilities of children from linguistically and culturally diverse backgrounds. Suggestions are then given for using existing evaluation techniques to test the English language proficiency of children at kindergarten level. The following are the main points emphasized: (1) keep tests short, (2) keep them simple, (3) keep them pleasant, (4) test in small groups, and (5) tape record all speech samples. Suggestions for testing the recognition of contrastive sounds, grammatical structures, and sound production in English conclude the guide. (TL)
Descriptors: *English (Second Language); Grammar; *Indochinese; *Kindergarten; Language Ability; Language Instruction; Language Proficiency; Language Skills; *Language Tests; Measurement Techniques; Preschool Education; Refugees; Second Language Learning; Student Evaluation; Syntax; Test Bias; Test Construction; *Testing; Test Validity

ED115663 TM004933
A Further Examination of the Effects of Administering the Metropolitan Reading Tests in Spanish and English to Spanish-Speaking School Entrants.
Cruz, Sylvia; And Others
[Apr 1975 12p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York City, New York, March 31-April 2, 1975)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAPR76
In a study designed to assess effects of administering the Metropolitan Reading Test (MRT) in Spanish versus English, 100 Puerto Rican kindergarten pupils were randomly split into two groups. The MRT was administered in English to one group and in a Spanish translation to the other group. The group who took the Spanish version significantly surpassed the group who took the English version with respect to total score and all but the two most nonverbal subtests. These differences were particularly evident for, but were not exclusive to, the subsample from the bilingual classes. (Author/DEP)
Descriptors: Bilingual Students; Comparative Analysis; Elementary Education; *Kindergarten Children; Puerto Ricans; *Reading Tests; *Spanish Speaking; Standardized Tests; Testing; *Test Results
Identifiers: *Metropolitan Achievement Tests

DIALOG INFORMATION SERVICES, INC

ED114522 CE005312
Accounting Clerk Guide, Test Packet--Part I.
Foster, Brian; And Others
Mesa Public Schools, Ariz.
Jun 1973 62p.; For related documents, see CE 005 305-311
Sponsoring Agency: Arizona State Dept. of Education, Phoenix.
Report No.: VT-102-091
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEAPR76
The test packet is part of an eight volume unit for grades 10, 11, and 12, designed for individualized progression in preparing students for entry into the occupation of accounting clerk. The test packet contains both pretests and post-tests for lessons 1 through 12. The unit is concerned with the basic accounting theory found in the accounting cycle. The material presented is closely coordinated with the other documents in the eight volume accounting unit. (NJ)
Descriptors: *Accounting; Business Education; Clerical Occupations; Individualized Instruction; Instructional Materials; Pilot Projects; *Pretests Posttests; Records (Forms); *Secondary Education; *Tests; Unit Plan

ED114521 CE005311
Accounting Clerk Guide, Test Packet--Part II.
Foster, Brian; And Others
Mesa Public Schools, Ariz.
Jun 1973 132p.; For related documents, see CE 005 305-312
Sponsoring Agency: Arizona State Dept. of Education, Phoenix.
Report No.: VT-102-092
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEAPR76
The test packet is part of an eight volume unit for grades 10, 11, and 12, designed for individualized progression in preparing the student for entry into the occupation of accounting clerk. The test packet contains both pretests and post-tests for lessons 12 through 21. The unit is concerned with the basic accounting theory as it is used in the combination journal and subsidiary ledgers. It also acquaints the student with payroll procedures and data processing for accounting. The material presented is closely coordinated with the other documents in the eight volume accounting unit. (NJ)
Descriptors: *Accounting; Business Education; Clerical Occupations; Individualized Instruction; Instructional Materials; Pilot Projects; *Pretests Posttests; Records (Forms); *Secondary Education; *Tests; Unit Plan

ED114404 TM004653
Criterion-Referenced Tests for the SWRL Kindergarten Curriculum. TM-3-72-06.
Niedermeyer, Fred; Giguere, Connie
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
6 Jul 1972 52p.; For related documents, see ED 110 509, 510, 511, 516 and 517
Report No.: SWRL-TM-3-72-06
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEMAR76
Criterion-referenced tests developed for four programs in the Southwest Regional Laboratory (SWRL) Kindergarten Curriculum are presented. Tests were developed to meet the following criteria: (1) they must accurately and thoroughly reflect the objectives and learning activities of the program, (2) when appropriate, they must be designed to allow for advanced placement of pupils within the program, (3) they should be usable by the classroom teacher, therefore administration and scoring must be clear and succinct, and length of the test feasible in terms of teacher time and pupil attention span, and (4) they must be produced in an inexpensive format, with as few components as possible. Tests were designed for The Beginning Reading Program, which stresses the decoding of words, word elements, word attacks, and letter names; The Instructional Concepts Program, which emphasizes the selecting and naming of examplars of particular concepts; The Composition Skills Program, which concentrates on handwriting ability; and The Drama and Public Speaking Program, which centers on four skill areas: pantomime, public speaking, improvisation, and play production. The four tests are contained in the appendices. (Author/BJG)
Descriptors: Beginning Reading; Concept Formation; *Criterion Referenced Tests; Drama; Group Testing; Handwriting Skills; Individual Testing; *Instructional Programs; *Kindergarten; Pantomime; Primary Education; Program Effectiveness; Public Speaking; Student Placement; Testing
Identifiers: SWRL Beginning Reading Program Test; SWRL Composition Skills Test; SWRL Drama Public Speaking Program Test Level I; SWRL Instructional Concepts Program Test

DIALOG INFORMATION SERVICES, INC.

ED113627 95 CG010129

Report on Career Counseling In-Service Course and Short Practicum to Expand Counseling and Testing Capabilities of Nassau County Guidance Counselors (VEA 74-8-752) and Pre-BOCES Career Counseling (VEA 74-8-754).

Nassau County Board of Cooperative Educational Services, Jericho, N.Y.

[1974 80p.; For related documents, see CG 010 130-132; Because of reproduction and copyright problems pages 26-30, 34-39, 48-51, 57-60, and 89-96 of the original document have been removed. They are not included in the pagination; Not available in hard copy due to marginal legibility of original document

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEMAR76

This is a report of a training course for guidance counselors. Nine counselors and 27 students participated in the program. The counselors administered various tests such as the Kuder, Holland, and ICL tests; they had individual interviews with the students, organized discussion groups, and showed films to the students. At the end of the three-day program, counselors held a general discussion of the results obtained, and the training program was evaluated by both the counselors and the students. All counselors, and most of the students, were very pleased about their experience and said they benefited from it. The directors of the training program conclude that home-school guidance staffs should be trained in career counseling and should know that instruments are available for vocational appraisal. The general consensus was that a one-day practicum with students was too short and that it should be extended into a three-day session. The report contains a detailed schedule of the three-day program; of the instruments, scales, and films used; and also various checklists and questionnaires. (SE)

Descriptors: Career Awareness; Career Counseling; Career Guidance; *Counselor Training; Elementary Secondary Education; *Guidance Personnel; *Inservice Education; *Practicums; Program Descriptions; *Testing; Training

ED113384 95 TM004883

CSE Secondary School Test Evaluations: Grades 11 and 12.

Hoepfner, Ralph, Ed.; And Others

California Univ., Los Angeles. Center for the Study of Evaluation.

1974 376p.; For related documents, see TM 004 881 and 882, ED 044 446, ED 055 123, and ED 076 713

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-3-0096

Available from: Dissemination Services, Center for the Study of Evaluation, Grad. School of Ed., University of California, 405 Hilgard Ave., Los Angeles, Calif. 90024 ($22.00 for TM 004 881 through 883)

EDRS Price - MF01/PC16 Plus Postage.

Language: ENGLISH

Document Type: CLASSROOM MATERIAL (050)

Journal Announcement: RIEFEB76

Over 1,100 published tests including over 5,400 subtests, keyed to educational objectives of secondary education, were evaluated by measurement experts and educators. The tests were evaluated specifically with the concerns of grades 11 and 12 in mind. Upon a test's or subtest's assignment to one of the educational objectives, it was subjected to an intensive evaluation according to the MEAN system. MEAN is an acronym reflecting the four critical areas of concern to test users: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence. Thirteen of the 39 MEAN criteria deal with the empirical aspects of the test, mostly reliability and validity. Within any of the four evaluation categories, a letter grade, based on points assigned to each aspect of each criterion, was computed. Letter grades assigned were "G" (good), "F" (fair), and "P" (poor). Each test then earned four letter grades by the MEAN system serving as the Center's official evaluation of the test, example: Acme Reading Test (GFPF). Along with the test evaluations which are presented in tabular form, an index of objectives, an index of tests evaluated, and a list of publishers and distributors of the tests are included. (RC)

Descriptors: *Educational Objectives; Educational Testing; *Evaluation; Evaluation Criteria; Grade 11; Grade 12; *Secondary Education; *Test Reviews; *Tests; Test Selection

Identifiers: *Mean Test Evaluation System

ED113383 95 TM004882
CSE Secondary School Test Evaluations: Grades 9 and 10.
Hoepfner, Ralph, Ed.; And Others
California Univ., Los Angeles. Center for the Study of Evaluation.
1974 337p.; For related documents, see TM 004 881 and 883, ED 044 446, ED 055 123, and ED 076 713
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NE-C-00-3-0096
Available from: Dissemination Services, Center for the Study of Evaluation, Grad. School of Ed., University of California, 405 Hilgard Ave., Los Angeles, Calif. 90024 ($22.00 for TM 004 881 through 883)
EDRS Price - MF01/PC14 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEFEB76
Over 1,100 published tests including over 5,400 subtests, keyed to educational objectives of secondary education, were evaluated by measurement experts and educators. The tests were evaluated specifically with the concerns of grades nine and ten in mind. Upon a test's or subtest's assignment to one of the educational objectives, it was subjected to an intensive evaluation according to the MEAN system. MEAN is an acronym reflecting the four critical areas of concern to test users: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence. Thirteen of the 39 MEAN criteria deal with the empirical aspects of the test, mostly reliability and validity. Within any of the four evaluation categories, a letter grade, based on points assigned to each aspect of each criterion, was computed. Letter grades assigned were "G" (good), "F" (fair), and "P" (poor). Each test then earned four letter grades by the MEAN system serving as the Center's official evaluation of the test, for example: Acme Reading Test (GFPF). Along with the test evaluations which are presented in tabular form, an index of objectives, an index of tests evaluated, and a list of publishers and distributors of the tests are included. (RC)
Descriptors: *Educational Objectives; Educational Testing; *Evaluation; Evaluation Criteria; Grade 9; Grade 10; *Secondary Education; *Test Reviews; *Tests; Test Selection
Identifiers: *Mean Test Evaluation System

ED113382 95 TM004881
CSE Secondary School Test Evaluations: Grades 7 and 8.
Hoepfner, Ralph, Ed.; And Others
California Univ., Los Angeles. Center for the Study of Evaluation.
1974 263p.; For related documents, see TM 004 882 and 883, ED 044 446, ED 055 123, and ED 076 713
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NE-C-00-3-0096
Available from: Dissemination Services, Center for the Study of Evaluation, Grad. School of Ed., University of California, 405 Hilgard Ave., Los Angeles, Calif. 90024 ($22.00 for TM 004 881 through 883)
EDRS Price - MF01/PC11 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEFEB76
Over 1,100 published tests including over 5,400 subtests, keyed to educational objectives of secondary education, were evaluated by measurement experts and educators. The tests were evaluated specifically with the concerns of grades seven and eight in mind. Upon a test's or subtest's assignment to one of the educational objectives, it was subjected to an intensive evaluation according to the MEAN system. MEAN is an acronym reflecting the four critical areas of concern to test users: Measurement Validity, Examinee Appropriateness, Administrative Usability, and Normed Technical Excellence. Thirteen of the 39 MEAN criteria deal with the empirical aspects of the test, mostly reliability and validity. Within any of the four evaluation categories, a letter grade, based on points assigned to each aspect of each criterion, was computed. Letter grades assigned were "G" (good), "F" (fair), and "P" (poor). Each test then earned four letter grades by the MEAN system serving as the Center's official evaluation of the test, for example: Acme Reading Test (GFPF). Along with the test evaluations which are presented in tabular form, an index of objectives, an index of tests evaluated, and a list of publishers and distributors of the tests are included. (RC)
Descriptors: *Educational Objectives; Educational Testing; *Evaluation; Evaluation Criteria; Grade 7; Grade 8; *Secondary Education; *Test Reviews; *Tests; Test Selection
Identifiers: *Mean Test Evaluation System

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ED112149 95 CE004942

Hawaii Career Development Continuum, K-14. Final Report.

Ryan, T. Antoinette
Hawaii Univ., Honolulu. Coll. of Education.

30 Jun 1975 236p.
Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; Hawaii State Dept. of Education, Honolulu.
Bureau No.: V361021L
Grant No.: OEG-0-73-2912
EDRS Price - MF01/PC10 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEFEB76

Describing the third phase of a three-phase project designed to provide Hawaiian students with career education programs, the document focuses on training school personnel in implementing career development into existing curriculum and developing instruments for assessing student growth in career development. Inservice training was received by 286 participants in seven, separate, two-day workshops which were activity-oriented. Tests, developed for grades three, six, nine, and twelve, measure achievement categories of self-realization, economic efficiency, civic responsibility, and social relationships. Test design incorporates ease of administration and scoring, with provisions for student questions. Pilot testing occurred at each grade level and teacher evaluation was received. Recommendations for future training programs include a two level approach with careful selection of advanced level participants, and the involvement of administrators, counselors, and community representatives. Testing recommendations include data analysis, lower level test administration to low reading ability students, and incorporating tests into counseling and classroom situations. The outside evaluator, though critical of the program in many aspects, found it did meet its inservice training goals. Sixty two figures and tables are included; a list of advisory committee members, sample workshop agenda, and the tests and administrator manuals for each grade level are appended. (LH)

Descriptors: *Career Education; Educational Programs; *Elementary Secondary Education; Guides; *Inservice Teacher Education; Program Evaluation; Program Improvement; Tables (Data); Teacher Workshops; *Test Construction; *Tests

ED111510 PS008031

Relative Strengths of IQ, Mental Age and Chronological Age for Predicting Performance on Piagetian Tests.

Jordan, Valerie Barnes; Jordan, Lawrence A.

Apr 1975 10p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 12, 1975)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEJAN76

This paper reviews studies in which scores on Piagetian tests of logical thought were correlated with IQ, mental age (MA) and chronological age (CA), and examines the possible effects of the size of the age range and mean age of subjects on these correlations. The data included 44 groups of subjects obtained from 36 studies in which Piagetian and intelligence tests were administered to intellectually normal children (mean IQ=109) from the preoperational through formal operational periods (40 to 216 months of age). Results revealed that averaged correlations between Piagetian tests and MA were consistently higher than the corresponding correlations for IQ and CA. The mean age of the subjects and no effect on the size of correlations between Piagetian tests and IQ, MA and CA, but the size of the age range was found to significantly affect the IQ and CA correlations (Piagetian tests/IQ correlations were higher within a narrow age range; Piagetian tests/CA correlations were higher within a wide age range; Piagetian tests/MA correlations showed no effect for size of age range). It was concluded that MA scores yield higher and more consistent correlations with Piagetian tests than either IQ or CA scores, and are not affected by the age range or mean age of the subjects sampled. (Authors/ED)

Descriptors: *Age; Age Differences; Cognitive Development; Cognitive Measurement; *Cognitive Tests; Conservation (Concept); Correlation; *Elementary Secondary Education; Intellectual Development; Intelligence Differences; *Intelligence Quotient; *Intelligence Tests; Prediction; Validity
Identifiers: *Piaget (Jean)

DIALOG INFORMATION SERVICES, INC

ED110806 95 CE004623

Lincoln Public Schools Part D Career Education Program: Opening Door to Awareness, 1973-74. Final Evaluation Report.

Ashmore, William H.

Rhode Island Coll., Providence. Center for Evaluation and Research.

28 Jun 1974 37p.; Best copy available

Sponsoring Agency: Lincoln School Dept., R.I.; Office of Career Education (DHEW/OE), Washington, D.C.; Rhode Island State Dept. of Education, Providence. Bureau of Grants and Regulations.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEJAN76

The report describes an elementary grade level career awareness program which was organized around four open-spaced non-graded learning centers: a kindergarten and three other learning centers in which students stayed for two-year periods to explore the 15 career clusters identified by the U.S. Office of Education. Each learning center used a single career theme (restaurant, library, hospital) as the foundation of the career program. The results of pre- and post-Knowledge of Careers tests administered to randomly selected students indicated that post-test mean scores were higher on all program levels, especially at lower levels, than the pre-test means. An evaluation of the program operation based on a Likert-type questionnaire administered to the teaching staff indicated their favorable perceptions of each aspect of the program which was assessed (for example, program improvement, program effectiveness, student attitudes, program objectives, program implementation, and program administration). The report concludes with eight recommendations for improving the program. Two appendixes include the Knowledge of Careers Tests by levels and the teacher questionnaire. (JR)

Descriptors: *Career Awareness; *Career Education; Educational Programs; *Educational Testing; *Elementary Education; Learning Laboratories; Program Attitudes; Program Descriptions; *Program Evaluation; Questionnaires; Teacher Attitudes; Tests

ED110521 TM004796

Kindergarten Tryout of Single Variable Classification Task Protocols.

Smith, Edward L.

Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.

12 Aug 1971 26p.

Report No.: SWRL-TN-2-71-15

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEDEC75

A group of 105 lower-lower middle class kindergarten children were tested on a set of single variable classification tasks and related-component tasks dealing with color and number. Children who failed to reach criterion on the classification test were randomly assigned to one of five experimental groups, stratified on the basis of performance on both the classification and Component Test scores. Each group was given instruction on classification tasks, component tasks and/or control tasks, followed by Classification and Component Posttests. Children receiving classification instruction performed significantly better on the Classification Posttest than control groups who did not. Children who received component instruction performed better than the comparison group that did not receive it, although the difference was statistically significant only for one of three levels of pretest performance. There were no apparent effects of classification instruction on Component Posttest performance or of component instruction on Classification Posttest performance. (Author)

Descriptors: *Classification; Concept Formation; Criterion Referenced Tests; Developmental Tasks; Generalization; Instruction; *Kindergarten Children; Learning Readiness; *Lower Middle Class; Primary Education; *Task Performance; Testing; *Tests

ED109188 TM004638

An Assessment of the Quality of High School Mathematics Tests.

Petrosko, Joseph M.; Hufano, Linda

[Apr 1975 20p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Washington, D. C., March 31-April 2, 1975)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIENOV75

An assessment was made of the psychometric and educational quality of all high school level tests of general mathematics, applied mathematics, algebra and geometry. The study was part of a large-scale project involving evaluations of all standardized secondary school tests available in the United States. Assessments revealed most tests to be low in many types of validity and reliability. Tests of general mathematics, which included arithmetic, fared the best across 39 criteria of test quality. Test developers are not meeting many basic standards of test quality in constructing mathematics tests. (Author)

Descriptors: Algebra; Comparative Analysis; *Evaluation; *Evaluation Criteria; Geometry; High Schools; *Mathematics; *Secondary Education; *Standardized Tests; Test Construction; Test Reliability; Tests; Test Validity

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ED109183 TM004632
Charles County Public Schools Cumulative Report. 1974 Test Results: Achievement and Mental Abilities.
Charles County Public Schools, La Plata, Md.
1974 151p.; Not available in hard copy due to marginal legibility of original document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: STATISTICAL MATERIAL (110)
Journal Announcement: RIENOV75
This booklet contains the graphs of mean cumulative and achievement scores, as well as a grade level analysis, for all grade schools in Charles County, Maryland during the 1973-1974 academic year. (Author/BJG)
Descriptors: *Achievement Tests; *Elementary Education; Graphs; *Intelligence Tests; Public Schools; Scores; *State Programs; Testing Programs; *Test Results
Identifiers: *Charles County Public Schools MD

ED109177 TM004625
Locus of Control and Student Aims in a High School Setting.
Zerega, William D., Jr.; And Others
12p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIENOV75
The Rotter Internal-External (I-E) Scale, the Academic Interest Measures-Educational Testing Service (AIMS-ETS) Survey, and a demographic questionnaire were administered to 541 Catholic high school students. Variance analysis revealed that internals were significantly differentiated from externals on 15 AIMS (life goals) in the 31-item AIMS-ETS Survey. The internal group rated health, security, peace of mind, having friends, building a better world, and being recognized as a competent as significantly more important than externals. The demographic data indicates that older students tended to be significantly more internal. Internals also expressed a significantly higher desire to attend church services. (Author/DEP)
Descriptors: Altruism; *Aspiration; *Catholic Schools; Comparative Analysis; *High Schools; High School Students; Individual Characteristics; *Locus of Control; Questionnaires; Secondary Education; Self Concept; Statistical Analysis; *Student Attitudes; Test Results; *Tests
Identifiers: Academic Interest Measures; Rotter Internal External Locus of Control Scale

ED108610 IR002122
Preliminary Tryout of Optically Scannable FYCSP Criterion Exercises.
McManus, John F.
Southwest Regional Laboratory for Educational Research and Development, Los Alamitos, Calif.
15 Feb 1972 16p.
Report No.: SWRL-TN-5-72-04
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Document Type: PROJECT DESCRIPTION (141)
Journal Announcement: RIENOV75
A study was conducted to measure the facility of kindergarten pupils in using optically scannable response sheets. Three types of response boxes were tested. It was concluded that pupils are able to handle a ten-item two-sided test with minimal practice and directions. (Author)
Descriptors: Early Childhood Education; *Educational Research; *Kindergarten Children; *Optical Scanners; *Response Style (Tests); *Test Construction; Testing

DIALOG INFORMATION SERVICES, INC

ED106042 95 RC008515
Intelligence of Mexican American Children: A Field Study Comparing Neo-Piagetian and Traditional Capacity and Achievement Measures.
de Avila, Edward A.; Havassy, Barbara
Dissemination Center for Bilingual Bicultural Education, Austin, Tex.; Education Service Center Region 13, Austin, Tex.
Jan 1974 204p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Educational Media Branch.
Available from: Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 ($2.50)
EDRS Price - MF01/PC09 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIESEP75
Approximately 1,225 Mexican American and Anglo American children in grades 1-6 (ages 6-14) from California, Colorado, New Mexico, and Texas were tested using school achievement and IQ standardized tests and four Piagetian-derived measures (Cartoon Conservation Scales, Water Level Task, Figural Intersection Test, and Serial Task). The field study's goals were to examine the: (1) interrelations among the four neo-Piagetian measures in a Mexican American sample which varied as to geography and socioeconomic status; (2) neo-Piagetian measures' psychometric properties; (3) relation between developmental level as assessed by neo-Piagetian procedures and IQ as assessed by standardized measures; (4) extent of field-independence as measured by the Water Level Task; and (5) sex differences in performance on the tests. The developmental measures were given to all subjects irrespective of site while the standardized achievement and IQ tests were given on a site specific basis. Among the standardized tests were: Otis-Lennon Mental Ability Test, Inter-American Series; and Peabody Picture Vocabulary Test. Some findings were: except for the Serial Task, the neo-Piagetian measures possessed high reliability, homogeneity, and validity; and these measures exhibited a developmental progression of performance scores across age in accordance with Piaget's theory of cognitive development. (Author/NQ)
Descriptors: Academic Achievement; Anglo Americans; Cognitive Development; *Cognitive Tests; *Comparative Analysis; Conservation (Concept); *Elementary Education; Field Studies; Intelligence Tests; *Mexican Americans; Sex Differences; Socioeconomic Status; *Standardized Tests; Tables (Data)
Identifiers: Bilingual Education Act 1968; California; Colorado; Elementary Secondary Education Act Title VII; New Mexico; Texas; *United States (Southwest)

ED105369 95 CG400121
Testing and Testing Programs. Searchlight: Relevant Resources in High Interest Areas. Update Search 14U-2.
Galant, Richard, Comp.; Moncrieff, Nancy J., Comp.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Dec 1974 31p.; For related document, see ED 082 115
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: BR-6-2487
Contract No.: OEC-3-6-002487-1579
Available from: Impact Publications, School of Education, Room 2108, The University of Michigan, Ann Arbor, Michigan 48104 (HC $1.50, cash or money order must accompany request)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIESEP75
This updated search of the ERIC system, "Dissertation Abstracts," and the journal literature yielded 153 documents which provide a review of comprehensive testing programs (elementary, senior high school, and college) with special emphasis on specific tests that the practicing counselor may want to utilize. (CJ)
Descriptors: *Annotated Bibliographies; Colleges; *Counseling; Elementary Schools; High Schools; *Literature Reviews; Measurement Instruments; Research Reviews (Publications); *Resource Materials; *Testing Programs; Tests
Identifiers: *Searchlight

DIALOG INFORMATION SERVICES, INC.

ED101864 PS007806
The Toronto Early Identification and Developmental Program. Report No. 130.
Landrus, G. D.; And Others
Toronto Board of Education (Ontario). Research Dept.
Dec 1974 238p.
EDRS Price - MF01/PC10 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEJUN75
The Toronto Early Identification and Developmental Program (E.I.D.P.) has three main aspects: (1) the screening of kindergarten and first grade children in terms of potential learning difficulties; (2) service to the child and family together with supportive help to the school staff; and (3) research in connection with screening instruments. The introduction, in which the rationale and purpose of the program are discussed, is followed by the service manual which contains a model of the process of screening and service developed through the E.I.D.P. The practical information needed to implement an early identification program may be found in the manual. The two-part research section is composed of reports of studies involving various groups of schools. The Forest Hill report provides a description of the screening process which preceded the main E.I.D.P. The central portion of the research report is a description of the predictive tests and interviews used in selecting high risk children and includes a discussion of the major screening packages in terms of reliability and validity. The bibliography contains a list of tests as well as reference sources. Appendixes include instructions for administering and scoring screening tests and samples of interview forms and letters. (SDH)
Descriptors: Academic Achievement; Bibliographies; Educational Research; Emotional Adjustment; Identification; *Kindergarten Children; Language Patterns; *Learning Problems; Models; *Primary Education; *Program Descriptions; Psychological Services; *Screening Tests; Social Adjustment; Socioeconomic Influences; Standardized Tests; Tables (Data)

ED101007 TM004134
Educational Quality Assessment. Manual for Interpreting Intermediate School Reports.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.
1974 67p.; For related documents, see TM 004 084, 129, and 133
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY75
This manual is designed to accompany Pennsylvania Educational Quality Assessment (EQA) junior high school reports for a district. The manual is not intended to stand alone; it is an aid to school administrators and other staff members for understanding the reports of their respective schools. Information includes: participating schools, administration procedure, nature of the questionnaires, Pennsylvania's 10 goals of quality education, percentile rank by goals, predicted score range, condition variables, student distributions for cognitive measures, criterion-referenced scoring model, sample school report, a status profile, teacher questionnaire, and normal curve with z-scores and percentile equivalents. (Author/RC)
Descriptors: Academic Achievement; Administrators; Affective Measures; *Educational Assessment; *Educational Quality; Guides; *Junior High Schools; Norms; Reports; School Districts; Schools; Scores; *State Programs; State Surveys; *Testing; *Test Interpretation; Test Results
Identifiers: Pennsylvania

ED101006 TM004133
Educational Quality Assessment. Manual for Interpreting Secondary School Reports.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.
1974 67p.; For related documents, see TM 004 084, 129, and 134
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY75
This manual is designed to accompany Pennsylvania Educational Quality Assessment (EQA) secondary school reports for a district. The manual is not intended to stand alone; it is an aid to school administrators and other staff members for understanding the reports of their respective schools. Information includes: participating school, administration procedure, nature of the questionnaires, Pennsylvania's 10 goals of quality education, percentile rank by goal, predicted score range, condition variables, student distributions for cognitive measures, criterion-referenced scoring model, sample school report, a status profile, teacher questionnaire, and normal curve with z-scores and percentile equivalents. (Author/RC)
Descriptors: Academic Achievement; Administrators; Affective Measures; *Educational Assessment; *Educational Quality; Guides; Norms; Reports; School Districts; Schools; Scores; *Secondary Education; *State Programs; State Surveys; *Testing; *Test Interpretation; Test Results
Identifiers: Pennsylvania

DIALOG INFORMATION SERVICES, INC

ED101003 TM004129
Educational Quality Assessment. Manual for Interpreting Elementary School Reports.
Pennsylvania State Dept. of Education, Harrisburg. Bureau of Planning and Evaluation.
1974 66p.; For related documents, see TM 004 084, 133, and 134
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEMAY75
This manual is designed to accompany Pennsylvania Educational Quality Assessment (EQA) elementary school reports for a district. The manual is not intended to stand alone; it is an aid to school administrators and other staff members for understanding the reports of their respective schools. Information includes: participating schools, administration procedure, nature of the questionnaires, Pennsylvania's 10 goals of quality education, percentile rank by goal, predicted score range, condition variables, student distributions for cognitive measures, criterion-referenced scoring model, sample school report, a status profile, teacher questionnaire, and normal curve with z-scores and percentile equivalents. (Author/RC)
Descriptors: Academic Achievement; Administrators; Affective Measures; *Educational Assessment; *Educational Quality; *Elementary Education; Elementary Schools; Guides; Norms; Reports; School Districts; Schools; Scores; *State Programs; State Surveys; *Testing; *Test Interpretation; Test Results
Identifiers: Pennsylvania

ED100947# 95 TM003929
Purdue Concept Formation Test--Conservation.
Purdue Univ., Lafayette, Ind. Educational Research Center.
Dec 1973 23p.
Sponsoring Agency: National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Contract No.: OEC-0-725283
Available from: Not available separately; see TM 003 927
Document Not Available from EDRS.
Language: ENGLISH
Document Type: TEST, QUESTIONNAIRE (160)
Journal Announcement: RIEMAY75
This test contains 16 problems which yield a measure of the development of the concept of conservation in elementary school students. Each problem depicts a set of objects on which some transformation has been effected. The child then must make a decision about whether any changes have occurred in regard to specific characteristics of the object. This booklet edition was field tested with 194 students in grade 2 and 172 students in grade 4. The KR-20 reliability coefficient was .84. A script for administering the test and a scoring key are included. (RC)
Descriptors: *Cognitive Tests; *Concept Formation; *Conservation (Concept); *Elementary Education; Elementary School Students; Tests
Identifiers: Longitudinal Study of Elementary School Effects; Piagetian Theory; *Purdue Concept Formation Test (Conservation)

ED100946# 95 TM003928
Purdue Elementary Problem-Solving Inventory.
Purdue Univ., Lafayette, Ind. Educational Research Center.
Dec 1973 31p.
Sponsoring Agency: National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Contract No.: OEC-0-725283
Available from: Not available separately; see TM 003 927
Document Not Available from EDRS.
Language: ENGLISH
Document Type: TEST, QUESTIONNAIRE (160)
Journal Announcement: RIEMAY75
This inventory was designed to assess the general problem solving ability of disadvantaged elementary school children from various ethnic backgrounds and grade levels. Twelve tasks are included in the inventory: sensing the problem, identifying the problem, asking questions, guessing causes, clarification of goals, judging if more information is needed, analyzing details of the problem and identifying critical elements, redefinition or transformation, seeking implications, verification, solving a single solution problem, and solving a multiple solution problem. Reliability for this booklet edition was computed for two separate studies resulting in Kuder-Richardson estimates of .55 and .79. A script for test administration and a scoring key are included. (RC)
Descriptors: Disadvantaged Youth; *Elementary Education; Elementary School Students; *Problem Solving; *Tests
Identifiers: Longitudinal Study of Elementary School Effects; *Purdue Elementary Problem Solving Inventory

DIALOG INFORMATION SERVICES, INC.

ED099427 95 TM004305

A Collection of Criterion-Referenced Tests. TM Report No. 31.

Knapp, Joan

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Dec 1974 13p.

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Report No.: ETS-TM-31

Contract No.: OEC-0-70-3797-519

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: BIBLIOGRAPHY (131)

Journal Announcement: RIEAPR75

Twenty-one criterion-referenced tests are cited, and for each the following information is provided: description, format and administration, response mode and scoring, technical information, and references. The tests cited are the result of an attempt made to bring together tests designated in the Educational Testing Service Test Collection, a library of tests and test related information, and labeled in the ERIC system as criterion-referenced tests. This annotated bibliography does not list every test that has been labeled criterion-referenced; however, it typifies the variety of tests that are available under the rubric criterion-referenced. Also, criterion-referenced and norm-referenced tests are defined in several ways, and their advantages, limitations, and uses are briefly explored. (RC)

Descriptors: *Annotated Bibliographies; *Criterion Referenced Tests; *Elementary Secondary Education; *Test Reviews; *Tests

ED099353 SP008658

AAHPER Youth Fitness Test Manual. Revised Edition.

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

1975 74p.

Available from: American Alliance for Health, Physical Education, and Recreation, 1201 16th Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Document Type: TEST, QUESTIONNAIRE (160)

Journal Announcement: RIEAPR75

The Revised AAHPER Youth Fitness Test is a battery of six test items designed to give a measure of physical fitness for boys and girls in grades 5-12. The tests were selected to evaluate specific aspects of physical status which, taken together, give an overall picture of fitness. Tests can be given in the gymnasium or outdoors. They are as follows: (a) pull-up (with flexed-arm hang for girls)--for judging arm and shoulder girdle strength; (b) flexed leg sit-up--for judging efficiency of abdominal and hip flexor muscles; (c) shuttle run--for judging speed and change of direction; (d) standing broad jump--for judging speed; and (e) 600-yard run-walk (with optional runs of one mile or 9 minutes for ages 10-12, or one and a half miles or 12 minutes for ages 13 and older)--for judging cardiovascular efficiency. The following information is given for each test: equipment, description, rules, and scoring. Also included in this document are a history of the test, methods for recording and comparing test scores, tables with various percentile scores and norms, and recording forms. (JA)

Descriptors: Adolescents; *Junior High Schools; Norms; *Physical Fitness; Physical Health; Professional Associations; Secondary Education; *Tests

ED097353 TM003981

Annual Statistical Report for Calendar Year 1973 of the GED Testing Service, American Council on Education.

American Council on Education, Washington, D.C. General Educational Development Testing Service.

[1974 10p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: STATISTICAL MATERIAL (110)

Journal Announcement: RIEFEB75

Data are presented for applicants taking the test of the General Educational Development Testing Service (GEDTS) under these categories: United States, states and territories, VA hospitals and GEDTS offices, Canada and provinces, and high school level GED testing at official centers from 1949-1973 for veterans, nonveterans, and unclassified personnel. Data are broken down for 1973 as follows: official GED Centers in operation, number tested, and examinee characteristics such as average age, average years of schooling, percentage planning further study, and percentage failing to meet state standards. Data for all the aforementioned geographic localities are also presented indicating by numbers which of the 13 forms of the GED were administered in 1973. A table listing the numbers of state high school diplomas or certificates issued by departments of education in 1973 is also included. (RC)

Descriptors: *Annual Reports; *Educational Certificates; *Equivalency Tests; *High Schools; *Statistical Data

Identifiers: *General Educational Development Tests

DIALOG INFORMATION SERVICES, INC.

ED094250# CE001802
DAT Career Planning Program: Counselor's Manual.
Super, Donald E.
Psychological Corp., New York, N.Y.
1973 45p.
Available from: The Psychological Corporation, 304 East 45th Street, New York, New York 10017 ($0.90)
Document Not Available from EDRS.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIEDEC74
The Differential Aptitude Tests (DAT) have been widely used in junior and senior high schools since 1947. The DAT Career Planning Program is a modification of the methods of collecting, interpreting, and reporting test data from those tests in conjunction with additional information about students gathered at the time of testing. This modification consists of the addition of a written report which interprets the educational and vocational planning implications of the student's DAT scores. Besides the DAT (Forms L, S, or T), the DAT Career Planning Program includes the Career Planning Questionnaire and the DAT Career Planning Report. This counselor's manual explains the general purpose of the program and its content and rationale. The development of the program is discussed in terms of the classifications used, relationship of test scores and school subjects to occupational fields, and students' individual characteristics. Interpretation and uses of the report are also discussed. Three appendixes and a 25-item reference list are included. Items related to the counselor's manual as part of the program are available from the source cited. (Author/AG)
Descriptors: *Career Counseling; Career Education; Career Guidance; *Career Planning; Classification; *Counseling Services; Counselor Training; Data Collection; Data Processing; *Educational Testing; Guides; High School Students; Junior High School Students; *Program Development; Questionnaires; Student Records; Test Interpretation; Worksheets
Identifiers: *Differential Aptitude Tests

ED090569 CS201250
Language Arts...Third and Fourth Grade Instructional Materials; Staff Utilization for Continuous Progress Education.
Willford, Doris; Millbranth, Karan
Scottsdale Public Schools, Phoenix, Ariz.
1973 187p.
Sponsoring Agency: Arizona State Dept. of Education, Phoenix.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
EDRS Price - MF01/PC08 Plus Postage.
Language: ENGLISH
Document Type: CLASSROOM MATERIAL (050)
Journal Announcement: RIESEP74
This language arts guide for third and fourth grade students consists of pretests and posttests for language arts skills, a student record card that identifies all the skills that are included, and activities sheets to be used with the Science Research Associates reading kits. The pretests and posttests for grade three are in primary type. The skills for both grades are divided into the areas of written language, listening, and oral language. Some of the specific skills covered include abbreviations, adverbs, creative writing, poetry, proofreading, library, listening attentively, following directions, sequence of events, conducting meetings, choral speaking, and phrasing and voice inflection. (WR)
Descriptors: Curriculum Guides; *Diagnostic Tests; *Educational Testing; *Elementary Education; Grade 3; Grade 4; *Language Arts; Listening Comprehension Tests; Reading; Reading Instruction; Writing (Composition)
Identifiers: Elementary Secondary Education Act Title III

DIALOG INFORMATION SERVICES, INC

ED088940# TM003501

Fractions and Decimals, Ratio and Percent. Mathematics Evaluation Materials Package Project.

Ontario Inst. for Studies in Education, Toronto.

1973 164p.; Curriculum Series 18

Available from: Available from the Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada (No price quoted)

Document Not Available from EDRS.

Language: ENGLISH

Journal Anncuncement: RIEJUL74

The Mathematics Evaluation Materials Package (MEMP) is a set of objectives and companion test items for mathematics education in Grades 4 to 6. Developed for classroom use in a setting that emphasizes increased teacher and principal decision-making and flexible curricular guidelines, it distinguishes itself from other evaluation devices in the variation of patterns of objectives which it accommodates. Educational objectives that are stated in terms of student performance, and that are coupled with companion test items, provide the basic elements for measuring student achievement in a manner that is different from standardized testing and, in most cases, different from usual programs of pupil testing. MEMP can be used for designing test covering short units of work or for constructing longer tests. It can be useful during changes in curricula because the various curriculum options that are open to teachers may be compared, as they are tried, in their effects on student performance. Included are references concerning criterion-referenced tests, achievement evaluation, instructional objectives and elementary mathematics curriculum. For related document see ED 080602. (Author/RC)

Descriptors: Course Objectives; *Criterion Referenced Tests; Decimal Fractions; *Educational Objectives; *Elementary Education; Evaluation Methods; Grade 4; Grade 5; Grade 6; Individualized Instruction; Instructional Materials; *Item Banks; *Mathematics Materials; Percentage; Performance Tests; Problem Sets; Ratios (Mathematics); Student Evaluation; Teaching Guides; Tests

Identifiers: Canada; *Mathematics Evaluation Materials Package

ED088912# TM003468

Test of Concepts in the DISTAR Language I Program.

Vancouver Board of School Trustees (British Columbia). Dept. of Planning and Evaluation.

[1973 8p.

Report No.: RR-73-06

Available from: Not available separately, see TM003467

Document Not Available from EDRS.

Language: ENGLISH

Journal Announcement: RIEJUL74

The Test of Concepts in the Direct Instructional System for Teaching and Remediation (DISTAR) is a twenty item pictorial identification which is administered orally and asks the kindergarten child to identify familiar objects, superlatives, status of being, verbs, verb tense, multiple attributes, geometric figures, colors, and spatial relationships. It measures pupils' knowledge of the major concepts in the DISTAR Language I Program. To assess mainly conceptual knowledge, the illustrations and oral questions of the evaluative instrument were made intentionally different from the DISTAR materials used in the instructional program. This document supplies no technical information about the test. For related document see TM003467. (RC)

Descriptors: *Concept Formation; *Fundamental Concepts; *Kindergarten; Language; Language Programs; *Tests; Visual Measures

Identifiers: Canada; *DISTAR Reading Program

ED086735 TM003390

Early Childhood Assessment Instrument Test Manual. Revised 1973.

Cooperative Educa*[illegible]nal Service Agency 13, Waupun, Wis.

[1973 52p.

Sponsoring Agency: Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAY74

This is an individually administered test designed as an aid in placing Kindergarten children in an appropriate developmental curriculum sequence, and in determining at what level to begin instruction. The test covers motor development, auditory perception, visual perception, and language development. Test materials consist of an administrator's manual response forms and several props. Preferably the tests are administered by a person trained in the use of individually administered tests. However, under certain conditions teacher or trained adults may give the tests. The test is not timed and can be administered to 10 - 12 children per hour. The test is scored by recording by hand whether a child possesses the particular skills or not. This assessment instrument is at a preliminary stage of development and revisions will probably be made as more data is collected. (MP)

Descriptors: *Age Grade Placement; Auditory Tests; *Criterion Referenced Tests; Grouping (Instructional Purposes); Individualized Instruction; *Kindergarten Children; Language Acquisition; Language Tests; Motor Development; Preschool Children; *Preschool Tests; *Tests

Identifiers: *Early Childhood Assessment Instrument; Elementary Secondary Education Act Title III

DIALOG INFORMATION SERVICES, INC

ED086332# PS006993
The Kindergarten Teacher's Handbook.
Meyers, Elizabeth S.; And Others
1973 99p.
Available from: Gramercy Press, P.O. Box 77632, Los Angeles, CA 90007 ($2.95, paper)
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEMAY74
The program presented in this volume provides the teacher with a means of assessing children and individualizing instruction for them at the outset of the kindergarten experience. In the assessment procedures described, the teacher evaluated each child's functioning in visual motor integration, visual memory, fine motor and manipulative skill, language, gross motor control, body concept, and auditory discrimination. Included also are exercises for the development of logical thinking processes, which provide the teacher with an ongoing assessment of each child's progress in concepts of one-to-one correspondence, classification, seriation, sequencing, and identify and equality. This assessment guide seeks to give the teacher the means by which To evaluate whether a praticular child is developmentally within the range of expectation, or is lower than average in the kinds of skills measured. (Author/CS)
Descriptors: Auditory Perception; Cognitive Development; *Educational Diagnosis; Emotional Development; *Kindergarten; Language Acquisition; *Learning Readiness; Maturation; Psychomotor Skills; Reading Readiness; *School Readiness Tests ; Social Development; *Student Evaluation; Testing; Visual Perception

ED085083 PS006876
A Model for Prevention: A Kindergarten Screening Program.
Berger, Susan; Perlman, Evelyn
1973 4p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAPR74
A program based on the use of the Kindergarten Questionnaire (K-Q) is described, with emphasis on the questionnaire's potential as an assessment tool for prevention of learning and emotional problems. The goals of the questionnaire program are (1) to assess readiness in children, (2) to provide more complete information to teachers, (3) to inform the family of available services in a non-threatening way, (4) to help the system with its service to the child, and (5) to provide mental health service to the community, using the school as a vehicle. Procedures that have been used to implement the use of K-Q in early childhood education programs are described. Also included is data that has been collected concerning predictive validity of the instrument, based on a sample of 493 children. (DP)
Descriptors: *Community Programs; Family Characteristics; *Intervention; *Kindergarten Children; Measurement; Mental Health; *Prevention; Questionnaires; Readiness; *Screening Tests
Identifiers: Kindergarten Questionnaire

ED084362 CE000502
Minnesota Test-Norms and Expectancy Tables. Revised Edition.
Joselyn, Edwin Gary, Comp.; Perry, Dallis K.
Minnesota State Dept. of Education, St. Paul.
1971 302p.; 1961 edition revised 1971
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC13 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAPR74
The volume of test-norms and expectancy tables is intended as a tool for counselors in counseling individuals. The work contains a chapter on test interpretation to assist the counselor in relating individual test scores to other information about the individual. In the Minnesota Norms section of the tables, there are no data at the elementary level. At the secondary level there are two types of tests: scholastic aptitude (Lorge-Thorndike, and Differential Aptitude), and achievement (Iowa Tests of Basic Skills; Stanford Achievement, both advanced battery and high school battery; Iowa Tests of Educational Development; and the Minnesota English Test). Tests for post-high school include Minnesota Scholastic Aptitude, High School Percentile Rank by type of Minnesota College, and General Aptitude Test Battery by Training Groups. There are expectancy tables for the various campuses and colleges of the Univ. of Minnesota and other Minnesota colleges grouped according to the categories: Private Liberal Arts Colleges, State Colleges, and Junior Colleges. Finally, there are two interest tests results: Strong Vocational Interest Blank and Minnesota Vocational Interest Inventory. (AG)
Descriptors: *Achievement Tests; *Aptitude Tests; *Counseling; Educational Testing; *Expectancy Tables; Norm Referenced Tests; Occupational Tests; Raw Scores; *Tables (Data); Testing; Test Interpretation; Test Norms; Test Reliability; Test Results; Tests; Test Selection; Test Validity

DIALOG INFORMATION SERVICES, INC.

ED084042 RC007412
A Comparison of Sioux Indian Children's Vane Kindergarten Test Results and the Established Norms.
Maybee, William L.
Aug 1970 26p.; Master's Project Paper, Northern State College, Aberdeen, South Dakota
Available from: Inter-Library Loan, Northern State College, Aberdeen, South Dakota
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR74
The purposes of this study were (1) to develop norms among American Indian Students for the Vane Kindergarten Test (VKT) and (2) to statistically compare these with the published norms. Sixty-one test results of Sioux Indian children ages 4.6-5.5 were statistically compared with VKT norms. This tabulation of the results indicated that there is no significant difference between these results and the published norms. The scores were tested to see if there was any difference between the modes of learning assessed by the test. The modes of learning were the cognitive, affective, and psycho-motor domains. These results were also without significance at either the .01 or .05 percent level. Since there was no significant difference between the Sioux children and the norms, it is possible to assess the learning problems of Sioux Indian children by the VKT. The 3 recommendations stated that the VKT should be used in the Sioux Head Start programs as a 3-pronged measure of intelligence, as a projective educational aid, and as a diagnostic tool. (FF)
Descriptors: *American Indians; *Comparative Testing; *Group Norms; *Kindergarten Children; Measurement Techniques; *Norm Referenced Tests; Tables (Data); Test Results
Identifiers: Sioux (Tribe); *Vane Kindergarten Test

ED082115 CG400096
Searchlight: Relevant Resources in High Interest Areas. 14U Update Search. Tests and Testing Programs.
Kopita, Ronald R., Comp.
ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
Sep 1973 28p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: BR-6-2487
Contract No.: OEC-3-6-002487-1579(010)
Available from: Impact Publications, School of Education Building, The University of Michigan, Ann Arbor, Michigan 48104 ($1.00)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEFEB74
This updated search of the ERIC system, " Dissertation Abstracts," and the journal literature yielded 167 documents which provide a review of comprehensive testing programs (elementary, senior high school and college) with special emphasis on specific tests that the practicing counselor may want to utilize. (SD)
Descriptors: *Annotated Bibliographies; Colleges; *Counseling; Elementary Schools; High Schools; *Literature Reviews; Measurement Instruments; Research Reviews (Publications); *Resource Materials; *Testing Programs; Tests

ED082062 CE000372
Career Awareness Inventory. Student Booklet.
Fadale, LaVerna M.
State Univ. of New York, Ithaca. Cornell Inst. for Research and Development in Occupational Education.
1973 27p.; For Administrator and Research Guide to the Inventory, see CE 000 371
Sponsoring Agency: New York State Education Dept., Albany. Office of Occupational Education.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEFEB74
The Inventory was constructed to measure career awareness among elementary school students. In Test I students are shown a number of pictures portraying workers. They are asked to identify the worker's occupation in each situation. In Test II they identify which occupation requires a college education. Test III assesses the workers they may know; Test IV assesses their knowledge of workers who perform services from those who make products; Test V examines prestige; VI at occupational clusters; and VII at what workers in different jobs like to do. For information on its construction, administration, and interpretation, see CE 000 371. (AG)
Descriptors: *Career Awareness; *Career Education; Educational Research; *Elementary Education; *Measurement Instruments; *Tests

DIALOG INFORMATION SERVICES, INC.

ED078901 PS006513
Scalability of Tasks: A Methodological Study of Conservation on a Set of Equal Addition Tasks.
Trepanier, Mary; Hofmann, Richard J.
Feb 1973 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIENOV73
The general objective of this study was to study Piaget's notion of the sequential development of number conservation in 85 children averaging 5.9 years of age. The question addressed was to determine if a set of ten equal addition conservation of number tasks were scalable. A large coefficient of reproducibility, .912, was computed. Other indices computed suggest that the obtained coefficient was not artifactual. This study appears to validate Piaget's contention that cognitive development is sequential, suggesting that conservation of number on equal addition tasks may be a single attribute of a whole scalable universe of conservation. (Author)
Descriptors: *Addition; *Cognitive Development; *Conservation (Concept); *Kindergarten; *Performance Tests; Speeches; Test Construction; Test Results
Identifiers: Guttman Scale; Piaget (Jean)

ED078231 AC014407
Effective Vocational Guidance of the Adult Deaf. The Oregon Vocational Research Project June 1, 1968-August 31, 1970. Final Report.
Berger, David G., Ed.; And Others
Oregon State Board of Control, Salem.
Nov 1972 326p.
Sponsoring Agency: Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.
Report No.: RD-2081-S
EDRS Price - MF01/PC14 Plus Postage.
Language: ENGLISH
Journal Announcement: RIENOV73
The data and findings of a four-year study designed to organize a battery of psychological tests for assessing the vocational adjustment of adult deaf and to establish the validity of the individual tests, as well as provide some information regarding their most economic and productive potential use, are presented. The study population was all possible adult deaf in the State of Oregon. The criteria for selection were: between 24 and 54 years old, with a pure tone hearing loss of at least 50 decibels in their unaided superior ear, and employable for three years prior to being contacted for inclusion in the study. A total of 483 adult deaf participated in the study. The tests used were the General Aptitude Test Battery, Bender Visual Motor Gestalt Test, Hearing Loss, Weingarten Picture Inventory, Closure Flexibility (Gottschaldt) Test, Gates Reading Survey, Craig Lipreading Inventory, Oregon Manual Communication Test, Berger Block Test, and Holdt Speech Characteristics Test. Norms for employable deaf adults for the tests used are provided. A minimum test battery is supplied. Results of the study show that the adult deaf participate cooperatively in research programs, are less competitive than the hearing population, show wide individual differences, differences among the employable deaf in personal history and test behavior are related to differences in work adjustment, and vocational adjustment is facilitated by identifying practical occupational objectives. Fifty tables provide the study data, and 39 plots are given of profiles of subject and test score variables. The report concludes with 14 appendixes and 454 references. (DB)
Descriptors: *Adults; *Career Counseling; Career Planning; Counselor Role; Data Collection; *Deafness; Employment Problems; Norms; Participant Characteristics; *Psychological Testing; *Research; Research Design; Statistical Data; *Test Results; Test Validity
Identifiers: *Oregon

ED078051 TM002866
The Vital Role of Testing in Career Guidance.
Prediger, Dale J.
14 Jan 1973 23p.; Paper presented at a symposium of the APGA National Convention (San Diego, Calif., Feb. 1973)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT73
An attempt is made to show that career development theory and career decision-making theory both provide a firm foundation for the role of tests in career guidance. This role is primarily to stimulate, broaden, and provide focus to the exploration of self in relation to career. To effectively implement this role, test publishers must devote much more attention to transforming test scores (data) into counseling information. It is suggested that more than information is needed to obtain real benefit from tests. Counselors must help students transform the information obtained from tests into exploratory activities and self-evaluated experiences. For this reason, test interpretation can no longer be treated as a hot-house experience devoid of the real world. Career development and decision-making principles indicate that tests must be used in the context of a developmental career guidance program. When this is done, tests can play a vital role in career guidance. (Author/CK)
Descriptors: *Career Guidance; Career Planning; Counselors; Decision Making; Role Perception; *School Counseling; Self Evaluation; *Testing; *Test Interpretation; Test Results; *Theories

DIALOG INFORMATION SERVICES, INC

ED078033# TM002848
The Search for Talent.
Psychological Corp., New York, N.Y.
Test Service Bulletin, n43 p12-15 Feb 1952
Feb 1952 4p.; Reprint
Available from: Not available separately; see TM 002 846
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEOCT73

The necessity for counselors to use modern methods of appraising abilities in order to fill the demand in engineering and the sciences is discussed. Aptitude test scores for three groups of males are charted to illustrate the first problem, identifying those with the requisite talents. Practical problems in identification and counseling and their solutions are discussed. Early testing, in the eighth or ninth grade, is recommended to allow time for adequate career planning in engineering and the sciences. (For related documents, see TM 002 846-847.) (KM).

Descriptors: Ability Identification; Academically Gifted; *Aptitude Tests; Bulletins; Career Choice; Career Planning; *Counselor Role; *Educational Testing; *Engineering; *School Counseling; *Sciences

ED078032# TM002847
Does Testing Cost Too Much?
Psychological Corp., New York, N.Y.
Test Service Bulletin, n42 p10-11 Sep 1951
Sep 1951 2p.; Reprint
Available from: Not available separately; see TM 002 846
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEOCT73

Before a business adopts tests in personnel selection, it should be decided that the increased cost and bother are likely to be offset by the savings that come from this additional selection procedure. Fairly accurate estimates of the cost of testing can be made, but in educational testing it is harder than in businesses to measure the results in dollars and cents. Most of the benefits appear in terms of pupil adjustment or in the student's post-graduate life. But in the absence of a capable counseling staff, the use of any tests at all may be an extravagance. Conversely, if a school is committed to a counseling service for its pupils, it is unwise not to provide the low-cost tools that can save the time of high-cost counselors. (For related documents, see TM 002 846, 848.) (KM)

Descriptors: Bulletins; Cost Estimates; Counseling Effectiveness; *Educational Testing; Expenditure Per Student; *Personnel Selection; *School Counseling; *Testing; Vocational Aptitude

ED077[illegible] TM002809
Recent Developments in Effective and Accountable Approaches to Counseling Research.
Vivell, Susan; And Others
8p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT73

Six studies are summarized in which repeatable methods were tested in quasi-experimental settings to test hypotheses relating to a cognitive approach to counseling. In each study, a repeatable mode of counseling was developed, research counselors were trained to a high level of competence, their performance was validated by tape recordings, dependent variables were measures of psychological stress and behavior patterns, and changes in experimental subjects were compared to control subjects. The studies point up several problems which are probably unsolvable with conventional methods. In producing significant changes with different problems and populations, these studies have identified specific weaknesses in traditional methods of counseling research and suggest a means for solving them. (Author/KM)

Descriptors: Accountability; Cognitive Development; Counseling Effectiveness; *Hypothesis Testing; *Research Design; *Research Methodology; Research Problems; Research Reports; *School Counseling

ED077990 TM002802

A Summary of an Assessment of Fourth and Sixth Grade Basic Skills.

CTB/McGraw Hill, Monterey, Calif.

1971 26p.

Sponsoring Agency: Missouri State Dept. of Education, Jefferson City.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEOCT73

A comprehensive assessment was made of the status of elementary education in Missouri in reading, mathematics, language, and study skills. The Comprehensive Tests of Basic Skills (CTBS) and the Short Form Test of Academic Aptitude (SFTAA) were administered to a sample of Missouri fourth and sixth graders. For each curricular area, Missouri achievement was compared to the national norm. For reading, math, and language, the achievement of Missouri students was also compared to their anticipated achievement, and the distribution of anticipated achievement in Missouri was compared to the 10-10 distribution of the norm group. Four main conclusions were drawn: (1) students performed at or above the national norms; (2) they generally equaled or exceeded what was expected of them; (3) little relationship existed between school characteristics and achievement; and (4) when the achievement levels of students in the three district classifications (according to size) were compared, no definite trends in achievement across the four curricular areas were apparent. (Author/KM)

Descriptors: *Achievement Tests; *Aptitude Tests; Basic Skills; *Elementary Education; Grade Equivalent Scores; *Program Evaluation; Research Reports; Standardized Tests; State Programs; Tables (Data); *Test Results

Identifiers: Comprehensive Tests of Basic Skills; Short Form Test of Academic Aptitude

ED077561 PS006485

Rationale for the Perceptual Analysis Kindergarten Test.

Pender, Robert M.

Charles County Board of Education, La Plata, Md.

[1973 5p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEOCT73

The Perceptual Analysis Kindergarten Test is based on the rationale or thesis that learning is hierarchical. The test is used to help determine the level of the child in the hierarchy so that a remedial program can be devised to bring the child up to the level where he can develop the associative conceptualization required to be able to learn in the academic setting. The test can be given to a group of children by a teacher, preferably in two sessions; if given individually, the test may be done in one session. It is not a time test. In some cases, it might take about half an hour totally and individually, it can be done within 15 or 20 minutes. The first part of the test attempts to determine what perception the child has of himself. In the second part, the test determines whether the visual perception of the child is sufficiently integrated so that he is able to see similarities and differences in pictures of people, designs of a geometric nature, letters, and words. The third part tests auditory-visual modality of learning. The fourth part determines the child's eye-hand coordination and ability to reproduce designs. The fifth part also deals with eye-hand coordination, but combines this with directional ability and ability to follow through with increasingly complex designs. The sixth part is a combination vocabulary and gross auditory discrimination test. The seventh part determines whether the child understands directions. The eighth part tests a basic arithmetic concept, and the ninth part measures visual memory kinesthetic mode of learning. (DB)

Descriptors: Auditory Perception; Eye Hand Coordination; *Intellectual Development; *Kindergarten; *Perceptual Development; Preschool Children; *Test Construction; *Tests; Visual Perception

Identifiers: *Perceptual Analysis Kindergarten Test

ED076686 TM002694

A Quick Teacher-Administered Screening Test to Predict Future Academic Failure in Kindergarten Children.

Sparberg, Nancy Z.; And Others

1973 15p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIESEP73

An experimental screening device designed to predict future academic failure in kindergarten children was administered to a group of kindergarten children in April. The prediction of success or failure made on the basis of the screening was correlated with the results of standardized reading readiness tests, as well as standardized achievement tests in first and third grades, and with chronological age. The point biserial correlations between predicted success-failure and actual achievement in reading and arithmetic were significant at the .01 level. Correlations between age and achievement were not significant. The efficiency was 100% and the effectiveness was 82%. (Author)

Descriptors: *Academic Failure; Achievement Tests; Grade 1; Grade 3; *Kindergarten Children; Prediction; *Predictive Measurement; Reading Readiness Tests; Research Reports; *Screening Tests

DIALOG INFORMATION SERVICES, INC.

ED074482 CS000480

Evaluating Reading and Study Skills in the Secondary Classroom. A Guide for Content Teachers Reading Aids Series.

Viox, Ruth G.

International Reading Association, Newark, Del.

1968 62p.

Available from: International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 ($2.00 non-member, $1.75 member)

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG73

Suggestions are made for evaluating reading and study skills in secondary school content subjects. Evaluation procedures include (1) standardized reading tests, (2) teacher-made informal reading tests, (3) inventories of reading and study skills, (4) interest inventories, and (5) teacher observations. Suggestions are made and samples are shown for the development of informal reading tests and inventories in content subjects. Uses of classroom evaluation results are described for lesson planning, student motivation, student understanding, intrafaculty consultation, and teaching techniques for use with students who cannot read the textbook. References are included. (This document previously announced as ED 027 158.) (JB)

Descriptors: *Content Area Reading; *Evaluation Methods; Informal Reading Inventories; Reading Diagnosis; Reading Skills; *Reading Tests; *Secondary Education; Standardized Tests; Study Habits; Testing

ED074441 CS000368

Item Study Summary Report Sequential Tests of Educational Progress (STEP); Reading, Mathematics and Writing for Grades 4, 6, 8, 10 and 12 by State and District School Year 1970-1971. Research Report No. 77.

Hawaii State Dept. of Education, Honolulu. Office of Instructional Services.

1971 268p.

Report No.: Res-R-77-TAC-70-2460

EDRS Price - MF01/PC11 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG73

This report is the sixth of a series of reports having to do with item studies of the Sequential Tests of Educational Progress (STEP) regularly administered to students in grades four, six, eight, ten, and twelve enrolled in the public school system in Hawaii. The item study summaries prepared for achievement tests administered at the various grade levels involved fifteen separate tests, 900 test items, and 65 thousand individual students. Since each student took three achievement tests, an item count was made for approximately 196 thousand students. This report is in two sections: Part I presents the item study summaries by grades and subject areas for the state; Part II presents the item study summaries by grades and subject areas for each of the seven districts. (WR)

Descriptors: *Elementary Education; *Item Analysis; Mathematics; Public Schools; *Reading Tests; School Districts; *Secondary Education; Test Results

Identifiers: *Sequential Tests of Educational Progress

ED074305 VT019863

An Evaluation of Elementary Career Education Based on Language Achievement, Mathematics Achievement, and Occupational Awareness in Lincoln County, West Virginia. Volume V of Volume I.

Olson, LeVene A.

Marshall Univ., Huntington, W. Va. Dept. of Vocational-Technical Education.

31 Dec 1972 86p.

Sponsoring Agency: Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Contract No.: OEC-0-71-0682(361)

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJUL73

This document presents an evaluation of an exemplary project in career education limited to students in Grades 1 through 6 in the schools of Lincoln County, West Virginia. The project's objectives were to compare two groups of students on language achievement, mathematics achievement, and occupational awareness, an experimental group who had received learning experiences in these subjects and a control group who had not. Approximately 80 students from each grade were pretested and posttested and an analysis of covariance was performed on data obtained from the tests. The adjusted post-test means for the experimental group were 11 percent higher on language achievement, 24.5 percent higher on mathematics achievement, and 18 percent higher on occupational awareness than for the control group. Teaching strategies of field trips, resource role models, manipulative activities, simulation, and multimedia activities were incorporated into instructional resource units to provide the experimental group experiences. The conclusions suggested by the study are that elementary students who received planned career education experiences for two semesters were significantly higher in achievement on the areas tested than students who did not receive the experiences. (MF)

Descriptors: *Achievement Tests; Analysis of Covariance; Career Awareness; *Career Education; Control Groups; *Demonstration Programs; *Developmental Programs; *Elementary Education; Experimental Groups; Knowledge Level; Language Experience Approach; Learning Experience; Mathematical Experience; Occupational Information; Pretests Posttests; *Program Evaluation; Resource Units

Identifiers: West Virginia

DIALOG INFORMATION SERVICES, INC

ED073419 CS000340

A Summary of Reading and Mathematics Tests for Grades 1-9 and 11 for the District of Columbia Public Schools.

District of Columbia Public Schools, Washington, D.C.

Dec 1972 176p.

EDRS Price - MF01/PC08 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJUL73

This paper presents a summary of the results for the Washington, D.C., public schools of the Metropolitan Readiness Test for grade 1; of the Reading and Mathematics Tests of the Comprehensive Tests of Basic Skills for grades 3 through 9; of the Reading and Mathematics test of the California Achievement Tests for grade 2; plus a summary of the results of the Reading and Numerical Competence Tests of the Stanford Achievement tests, High School Basic Battery, which were administered to eleventh grade vocational high school students. (WR)

Descriptors: *Elementary Education; Mathematics; Reading Readiness Tests; Reading Tests; *Secondary Education; *Testing ; *Testing Programs; *Urban Areas

ED072417 24 CS000352

The Differential Measurement of Visual Reading Difficulty. Final Report.

Dunn-Rankin, Peter

Hawaii Univ., Honolulu. Education Research and Development Center.

Dec 1972 45p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Regional Research Program.

Bureau No.: BR-9-I-096

Contract No.: OEC-9-71-0019(057)

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJUN73

This paper reports initial results in the development of an inventory to measure visual reading difficulties. The instrument, called the Word Preference Inventory (WPI), asks the subject to choose between pairs of stimulus pseudo-words the one most like a given target word. An analysis of responses to the WPI from 922 children in grades K-6 and from 102 university students reveals meaningful and homogeneous subsets of items which act as indicators of children who are poor readers. The distribution of such scores indicates that good readers will score high on the subsets whereas subjects who are poor readers may have low scores. A developmental process, which can be ascribed to reading words, interacts with response choice, however, so that the discriminating power of items varies across grade levels. At any grade level, however, one or more subsets of items can be scored which selectively discriminate poor readers who probably have specific visual strategies for word recognition. (Author/DD)

Descriptors: *Elementary Education; *Reading Diagnosis; *Reading Research; *Reading Tests; Visual Discrimination; *Visual Perception; Word Recognition

Identifiers: Word Preference Inventory (Dunn and Rankin)

ED071059 CS000326

Reading Tests for the Secondary Grades: A Review and Evaluation. Reading Aid Series.

Blanton, William, Ed.; And Others

International Reading Association, Newark, Del.

1972 60p.

Available from: International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 ($2.00 non-member, $1.75 member)

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAY73

This booklet presents ideas for utilizing standardized reading tests and an informal inventory to determine the reading levels of secondary school students. Comprehensive reviews of the most commonly used standardized tests for high school students and information about their construction, standardization, administration, and use make up the bulk of the text. The rest of the book deals with the criteria used in reviewing the tests and a short chapter detailing how to select a reading achievement test. The book is intended primarily for classroom teachers and other personnel directly concerned with selecting reading achievement tests; information is thus not presented in highly technical or statistical terms. (TO)

Descriptors: Achievement Tests; Developmental Reading; Informal Reading Inventories; Reading Instruction; *Reading Tests; *Secondary Education; Standardized Tests; *Test Reviews ; *Test Selection

DIALOG INFORMATION SERVICES, INC.

ED071046 24 CS000305

Obtaining Indices of Passage Dependency of Comprehension Questions. Final Report.

Tuinman, J. Jaap

Indiana Univ. Foundation, Bloomington.

15 Oct 1972 89p.

Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.: BR-2-E-005

Grant No.: OEG-5-72-0026(509)

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAY73

Tests of reading comprehension presently used do not provide one important item of technical data: the extent to which questions used in the test could be answered without reading the paragraphs upon which those questions are based (paragraph dependency). This leaves the test user guessing as to whether the students taking the test and performing well did or did not understand the written material contained in the test. Indices of paragraph dependency for five widely used standardized tests of reading comprehension were obtained. Five tests were administered to 1200 students each, not allowing these students to read passages. In addition, control data were obtained by administering the tests in their normal format to 600 students each. Students were selected from 10 locations covering Indiana and were equally divided over grades 4, 5, and 6. The results indicated that none of these major tests provides sufficient guarantees against the answering of items on the basis of information other than that presented in the passage. Average probabilities of correct responses with no passage present ranged between .32 and .50, well above the expected chance score of .25. (Author)

Descriptors: *Elementary Education; Grade 4; Grade 5; Grade 6; Reading; *Reading Comprehension; Reading Materials; *Reading Research; Reading Skills; *Reading Tests; Testing Problems; *Test Interpretation; Test Results

ED070052# CS000250

Measuring Reading Comprehension.

Kretschmer, Joseph Clement, Jr.

1972 105p.; Ph.D. Dissertation, The Ohio State University

Available from: University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27,045, MF $4.00, Xerography $10.00)

Document Not Available from EDRS.

Language: ENGLISH

Journal Announcement: RIEAPR73

The purpose of this study was to construct and test a new instrument to test reading comprehension based upon Jean Piaget's theory of child development. The instrument was aimed at the elementary school age group, and thus was based specifically upon the eight "concrete" operations outlined by Piaget as characteristic of child thought in the seven-to-eleven age group. A thirty-two item multiple-choice test over four short paragraphs was constructed. They presented classificatory-additive, classificatory-multiplicative, serial-additive, serial-multiplicative operations. Sixty third-graders in a predominately upper-middle-class area elementary school and sixty sixth-graders who had previously attended the same school (now in a middle school) were chosen as subjects. The test was administered to both grade levels in one sitting. The experimental test produced reliabilities of .736 and .837 for the third- and sixth-graders respectively. Standardized test performance (IQ, reading vocabulary, and comprehension) correlated highly with one another, but to a limited degree with the experimental test variable. (Author/WR)

Descriptors: Child Development; *Elementary Education; Grade 3; Grade 6; Reading; *Reading Comprehension; *Reading Research; *Testing; Vocabulary

Identifiers: *Piagetian Theory

ED069989 AC014043

Tables and Graphs: Level II, Unit 1, Lesson 1; Line Graphs: Lesson 2. Advanced General Education Program. A High School Self-Study Program.

Manpower Administration (DOL), Washington, D. C. Job Corps.

Nov 1969 73p.

Report No.: PM-431-28-PM-431-29

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAPR73

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document covers tables, graphs, and line graphs. (CK)

Descriptors: *Educational Programs; *General Education; Graphs; *High Schools; *Independent Study; Literary Criticism; Mathematics; Natural Sciences; Self Expression; Social Studies; *Tables (Data); Tests

DIALOG INFORMATION SERVICES, INC.

ED069978 AC014032

Screening Tests: Advanced General Education Program. A High School Self-Study Program.

Manpower Administration (DOL), Washington, D. C. Job Corps.
Nov 1969 186p.
Report No.: PM-431-ST
EDRS Price - MF01/PC08 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAPR73

An advanced General Education Program has been designed to prepare an individual with the information, concepts, and general knowledge required to successfully pass the American Council on Education's High School General Education Development (GED) Test. The Advanced General Education Program provides comprehensive self-instruction in each of the following areas: (1) Correctness and effectiveness of Expression, (2) Social Studies, (3) Natural Sciences, (4) Interpretation of Literary Materials, and (5) General Mathematics. This document is a compilation of screening tests. (CK)

Descriptors: *Educational Programs; *General Education; *High Schools; *Independent Study; Literary Criticism; Mathematics; Natural Sciences; *Screening Tests; Self Expression; Social Studies; Teaching Guides; Tests

ED069435 PS006192

An Investigation of the Effects of a Diagnostic Prescriptive Kindergarten Program on the Predicted Reading Levels of Children Identified as Potential Reading Failures. Final Report.

Stank, Peggy L.; Hayes, Robert B.
Oct 1972 100p.
Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
Bureau No.: BR-1-C-061
Grant No.: OEG-3-71-0130
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR73

An experimental design with experimental and control groups was used to evaluate the effect of a diagnostic structured kindergarten program upon the predicted reading levels of low income area children. The effect was compared with the effect of the traditional kindergarten program. The effects of the two curricula upon the total group of children in each curriculum, and upon the subgroups of Predicted Reading Level-Failure children were compared. The Jansky Predictive Index of Reading Performance was used as a criterion measure, and the Illinois Test of Psycholinguistic Abilities was used for diagnosis. The data analyses showed the diagnostic program to be superior to the traditional curriculum in raising predicted reading levels of the total groups of children and the Predicted Reading Level-Failure subgroups. (Author/RG)

Descriptors: Diagnostic Tests; *Group Testing; Illiteracy; *Intelligence Tests; *Kindergarten; Low Income Groups; Prereading Experience; Reading Failure

ED069431 PS006178

An Investigation of the Singing Abilities of Kindergarten and First Grade Children in East Texas.

Young, William T.
Aug 1971 56p.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR73

The overall purpose of this study was the investigation of the singing abilities of kindergarten and first grade children. Information was sought concerning the following: (1) the maximum singing range of preschool children compared to that of first grade children, (2) the range within which accurate singing could be expected from the majority of kindergarten and first grade children, (3) the relative ease with which most children hear and vocally reproduce comparable major and minor melodies, and (4) the developmental stages in musical growth evidenced by kindergarten and first grade children. Related research is reviewed. The present study was conducted in two cities. The criterion test, administered as a game, was given individually to each child. Each item of the test was played on a sing bell by the examiner, then sung by the examiner. The examiner then asked the child to sing the item. The entire test was recorded on magnetic tape for later evaluation. Results include: (1) The child in this stage of development habitually uses his speaking voice instead of his singing voice; (2) The child will normally sing in a vocal quality, but will not consistently perform the correct melodic direction; (3) There are two types of singers: the one who sings at the proper pitch level but evidences intonation problems, and the one who transposes the entire melody to another key; and (4) The child will sing most of the melody accurately. It is concluded that girls possess lower pitched voices than boys and blacks lower than whites and that white children have a wider singing range than comparable black children. (CK)

Descriptors: Blacks; Child Development; *Comparative Analysis; Data Collection; Educational Games; Evaluation; Females; *Grade 1; *Kindergarten Children; Males; Preschool Children; Research; *Singing; Tape Recordings; *Testing; Vocal Music; Whites

Identifiers: Texas

DIALOG INFORMATION SERVICES, INC.

ED068638 VT016783
Project MINI-SCORE Final Report.
Nelson, Howard F.
Minnesota Univ., Minneapolis. Dept. of Trade and Industrial Education.
Sep 1972 74p.
Sponsoring Agency: Office of Education (DHEW), Washington, D. C. Div. of Comprehensive and Vocational Research.
Available from: University of Minnesota, College of Education, Department of Industrial Ed., Minneapolis, Minnesota 55455
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEFEB73
As an overview of a 6-year federally funded state program, Project MINI-SCORE's final report is intended to provide guidance personnel in Minnesota with occupational data useful for counseling high school students. Over 17,500 applicants to the full-time day programs offered in 24 Minnesota Area Vocational-Technical Schools were tested with a battery of five standardized vocational, personality, and aptitude tests and a personal data sheet in order to determine significant individual differences among those who are accepted into these schools, begin related employment, and achieve successful vocational adjustment, and those who do not. From these data bases, three instruments proved most useful for predicting success for vocational students: (1) the Minnesota Vocational Interest Inventory, (2) the Sixteen Personality Factor Questionnaire, and (3) the Minnesota Importance Questionnaire. Other success criteria were inconsistent, although the existence of significant differences among male and female groups and those successful in different occupations was documented from pre-enrollment test data. Numerous tables present the data. Supplementing this document are five comprehensive explanations of all statistical analyses, previously announced as ED 064 521-ED 064 525 and titled "Project MINI-SCORE Final Technical Reports." (AG)
Descriptors: *Career Counseling; Career Development; Data Analysis; Data Bases; Individual Differences; Postsecondary Education; Predictive Validity; Standardized Tests; *State Programs; Statistical Significance; *Student Characteristics; Tables (Data); *Testing Programs; Vocational Adjustment; *Vocational Education; Vocational Interests
Identifiers: Minnesota; *Project MINI SCORE

ED068538 TM001905
Grade 12 Standardized Departmental Tests: A Comparison of Norms of Students in the City of Toronto Secondary Schools and Ontario Secondary Schools.
Toronto Board of Education (Ontario). Research Dept.
[1961 68p.
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEFEB73
A battery of objective examinations administered to Grade 12 students in Toronto and Ontario consisted of tests designated as Scholastic Aptitude Test (Verbal and Mathematics Sections), World History, Economics, Algebra, and Latin. Norms were prepared on the tests for each of three groups of students: General, Technical, and Commercial. The tests written by the groups were specific to their course. Tabular data is provided for class lists of scores for all students in each school, together with norms for each of the three groups and the percentile ranks. Norms computed for the Toronto schools are recorded in conjunction with the Ontario norms in eleven tables, and a graphic comparison of the norms is made in 15 additional figures. The results are addressed to principals and guidance department heads. Norms of Grade 12 students in Toronto secondary schools diverged frequently from the norms of all Grade 12 Ontario secondary students, with the Toronto students generally scoring higher. (LH)
Descriptors: Comparative Analysis; Educational Testing; *Grade 12; *Norm Referenced Tests; *Secondary Education; *Standardized Tests; Statistical Data
Identifiers: *Canada

ED068489 TM001825
The Draw-A-Classroom "Test": An Overview.
Toronto Board of Education (Ontario). Research Dept.
Sep 1966 10p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEFEB73
The Draw-A-Classroom Test was designed to provide information (1) on how a child perceives the world and how this world is influenced by school experiences and (2) about the developing concepts and ideas in the child's mental, emotional, and social areas of growth. This test is one part of a larger Study of Achievement, and has been administered to a base population of 8,695 children over a six-year period. The test was administered by giving each child paper, crayons, and standard instructions to draw his classroom. Upon completion, the child's explanation of his drawing was affixed to the drawing. A coding system based on a "constant" foundation was devised. Three constants were evaluated: space, people, and objects. A total of 83 analysis categories have resulted, with an average of over 80% interrater reliability. It is thought that the scoring results, currently being analyzed, will provide a valid look at the child's psychoeducational world through a drawing. (JS)
Descriptors: Achievement; *Kindergarten Children; Measurement Instruments; Measurement Techniques; *Nonverbal Tests; *Perception Tests; Projective Measures; *Psychoeducational Methods; Student Evaluation; *Test Construction; Testing; Test Interpretation; Test Reliability; Test Validity

DIALOG INFORMATION SERVICES, INC

ED068159 PS005878

Kindergarten Program Evaluation, 1970-1971: Early Childhood Education; Williamsburg County.

Williamsburg County Public Schools, Kingstree, S. C. Div. of Early Childhood Education.

1971 49p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEFEB73

This report describes an evaluation program for the kindergartens in Williamsburg County, S.C. for 1970-71. Twenty-five kindergartens, serving 587 children in ten elementary schools in the county, were operated on a full day schedule during the 1970-71 school year. Eighty-one percent of the children enrolled were from poor families. The evaluation included pre- and post-tests. On the Peabody Picture Vocabulary Test, the average gain for 524 children tested was 19 months, with an average lag of 13 months still existing. On the Caldwell Preschool Inventory, the mean percentile advanced from minus 51 to plus 82, a score significantly above the nationally high average percentile of 72. On the Gates-MacGinitie Readiness Test administered in May, 1971, 51[illegible] of the 587 children were tested. Of those tested, clearly half indicated readiness for work on auditory-visual skills with a prediction for rapid progress, nearly indicated a readiness to begin coding skills, while the remaining appear to need more time on pre-reading skills. The report concludes that the single most important factor contributing to the success of the program was team teaching. (DJ)

Descriptors: Compensatory Education; *Disadvantaged Youth; Individual Development; *Kindergarten; Kindergarten Children; Language Acquisition; *Program Evaluation; *Team Teaching; *Testing; Test Results

Identifiers: Gates MacGinitie Readiness Skills Test; Peabody Picture Vocabulary Test; Preschool Inventory (Caldwell)

ED068148 PS005690

The Adaptive Behavior Rating Scale.

Meyer, William J.

Syracuse Univ., N.Y. Syracuse Center for Research and Development in Early Childhood Education.

1972 14p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEFEB73

A scale to identify important behaviors in preschool children was developed, and ratings were related to more traditional indices of development and academic readiness. Teacher interviews were used to identify 62 specific behaviors related to maximally adapted and maximally maladapted kindergarten children. These were incorporated into a five-point rating scale consisting of all positive statements which was used in the study as the Adaptive Behavior Rating Scale (ABRS). The resulting scores of two studies using this scale were correlated with the results of Stanford-Binet and Draw-a-Line child assessment measures. The study found a significant but not high relationship, indicating that social competency provides some evidence about the child's intellectual functioning. (DJ)

Descriptors: Affective Measures; *Behavior Rating Scales; Intelligence Tests; *Kindergarten Children; *Maturity Tests; Preschool Children; Psychological Testing; *School Readiness Tests; *Social Development; Test Construction; Test Results

Identifiers: Adaptive Behavior Rating Scale; Draw a Line Task; Project Head Start; Stanford Binet Intelligence Scale

ED066665 CG007207

Interpreting the Ohio Vocational Interest Survey Using Visuals.

Jacobson, Thomas J.

Mar 1972 62p.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJAN73

This is a presentation of a new method for interpreting the Ohio Vocational Interest Survey (OVIS) using visuals. The OVIS, administered in 43 high schools in San Diego County, California, was intended to complement the existing school guidance and counseling programs by providing the students with their measured and expressed occupational interests to assist them in career planning. Through the administration of these tests a program was devised consisting of a demonstration of the use of a prepared kit of materials available to assist counselors and teachers in interpreting the OVIS. The kit consists of masters for the production of overhead transparencies for a group presentation on the interpretation of the OVIS, a teacher-counselor's guide, and an index that relates OVIS scale scores to VIEW (Vital Information for Education and Work) occupations and Volume II of the Dictionary of Occupational Titles. Research indicating the effectiveness of group interpretation of OVIS results with prepared visuals are presented. The kit of materials is available by writing to OVIS Test Editor, Harcourt Brace Janovich, Inc., 757 Third Avenue, N.Y., N.Y. 10017. (WS)

Descriptors: Audiovisual Aids; *Career Counseling; *Occupational Tests; *Testing; *Test Interpretation; *Test Results

Identifiers: Ohio Vocational Interest Survey

ED066220 PS005845

The School Achievement of Kindergarten Pupils for Whom English is a Second Language: A Longitudinal Study Using Data from the Study of Achievement.

Rogers, R. S.; Wright, E. N.

Toronto Board of Education (Ontario). Research Dept.

Jul 1969 30p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDEC72

From the Toronto, Canada, longitudinal Study of Achievement, data on the school performance of children for whom English was a second language are presented. Data sources were pupil profile folders, teacher rating questionnaires, Metropolitan Achievement Test, Otis Quick-Scoring Mental Ability Test, student mobility cards, and referrals to psychological service. Approximately two-thirds of the subject population were monolingual (spoke only English) and one-third spoke only another language and/or English and another language. The results showed that: (1) those pupils for whom English was a second language overcame their performance deficit (due to lack of English fluency) by Grade 3 when they were ahead of monolingual students; (2) they were more likely to leave the school system and enter the separate school system than were monolinguals; (3) they were less likely to be referred to Child Adjustment Services; and (4) they were not a homogeneous group. Speculation regarding these findings center on whether (1) the bilingual advantage continues into the higher grades, (2) exposure to two languages raises school performance, and (3) selective immigration, "national differences," differential performance of rural and urban dwellers, or some other factors are being reflected. (JS)

Descriptors: *Academic Achievement; *Achievement Tests; Bilingual Students; Data Analysis; *English (Second Language); *Kindergarten Children; *Longitudinal Studies; Non English Speaking; Rural Urban Differences; Second Language Learning

Identifiers: Metropolitan Achievement Tests; Ontario (Toronto); Otis Quick Scoring Mental Ability Tests

ED065538 TM001460

Report on the Fall 1970 Version of the Wisconsin Basic Prereading Skill Test. Report from the Project on Reading and Related Language Arts Basic Prereading Skills: Identification and Improvement.

Chapman, Robin S.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Aug 1971 23p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Contract No.: OEC-5-10-154

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIENOV72

This report summarizes the findings of a Fall 1970 administration of the Basic Prereading Skill Test to 162 entering kindergartners. The test is being developed to diagnose prereading skill deficits in kindergartners and to predict end-of-first grade reading achievement. Included in the Fall administration were subtests for attending to letter order, letter orientation, and letter-string detail, and for segmenting sound sequences. A test for letter-naming ability was included for comparison to previous versions of the test, but will not be retained in the final version. Results are presented and the implications for test revision discussed. (Author)

Descriptors: Basic Skills; Comparative Analysis; Diagnostic Tests; *Kindergarten Children; Language Arts; *Predictive Measurement; Projects; Reading Achievement; *Reading Skills; *Reading Tests; *Test Results

ED065365# SE014492

Johnny Horizon Environmental Test Kit.

Bentley, Richard; Bentley, William

1971 31p.

Available from: Major department stores or Parker Brothers, 200 Fifth Avenue, New York, New York 10010

Document Not Available from EDRS.

Language: ENGLISH

Journal Announcement: RIENOV72

Derived from tests presently used by state and federal agencies involved with pollution detection, this Environmental Test Kit contains materials and instructions for ten experiments. Each experiment is designed to test a different aspect of air and water, to find out whether or not the air and water in the tester's immediate area has been polluted by man. Air tests are for suspended particles, wind blown particles, nylon deterioration and smoke density. The water tests include coliform analysis, pH test, settleable solids, hydrogen sulfide, relative stability and phosphates. The test kit, which has been evaluated by the New York Department of Environmental Conservation personnel, would be useful at the junior-senior high school level after orientation and under instructor supervision, although it is intended for ages ten to adult. It can provide reasonably accurate tests for moderately to heavily polluted areas, but the user may experience some difficulty detecting pollution in marginal areas. Bearing the seal of the U. S. Department of the Interior and the image of the department's symbol, Johnny Horizon, the kit fills a need for those who wish to extend their concern for the environment into the monitoring area. (BL)

Descriptors: Environment; Environmental Education; *Experiments; *Instructional Materials; Manipulative Materials; Measurement Instruments; *Pollution; Scientific Methodology; *Secondary Education; *Testing

DIALOG INFORMATION SERVICES, INC

ED064861# EM009722
Computer-Assisted Instruction, Testing, and Guidance.
Holtzman, Wayne H.
1970 402p.
Available from: Harper and Row, Publishers, 49 East 33rd Street, New York, N.Y. 10016 ($10.00)
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIENOV72
The papers on which this book is based were prepared for a conference at the University of Texas in Austin in October, 1968, organized by the Social Science Research Council and the College Entrance Examination Board. The papers are divided into the following sections: system design; instructional design; optimizing learning; individually tailored testing; language processing; Stanford programs in arithmetic, logic, and Russian; simulation of science experiments; complex man-machine systems; and guidance and counseling. In addition two papers of general interest are presented: "Computers and the Purposes of Education" by Emmanuel Mesthene and "Computers in Education" by Wayne Holtzman. (JY)
Descriptors: *Computer Assisted Instruction; Costs; Counseling; *Guidance; *Instructional Design; Language Acquisition; Man Machine Systems; Programed Instruction; Simulation; Test Construction; *Testing
Identifiers: Apollo Simulation Checkout and Training System; Stanford University CA

ED063047 PS005700
Development of a Word Learning Task to Predict Success and Identify Methods by Which Kindergarten Children Learn to Read. Final Report.
Barr, Rebecca C.
Chicago Univ., Ill.
Feb 1971 100p.; Filmed from best available copy
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-9-E-125
Grant No.: OEG-5-70-0002(010)
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIESEP72
The objectives of this study were (1) to construct and evaluate the reliability and validity of word learning tasks for predicting success in learning to read, and (2) to compare the effectiveness of word learning tasks with readiness measures in predicting reading in grade one. Two samples of like-aged boys and girls from urban (76) and suburban areas (105) were selected for the study; one sample was tested with the Word Learning Tasks in May of the kindergarten year and the other in September in first grade. Word learning and reading samples were collected in December and May of first grade for all subjects. Mills' Learning Methods Test scores and readiness information (test scores and teacher ratings) were collected for selected subjects. The combined Tasks were found to be reliable measures, with a moderate degree of validity. A comparison of the Tasks, Words Learned-December, kindergarten teacher ratings, and the Metropolitan Readiness Tests showed that the Metropolitan Readiness Tests were generally the best predictor of reading in May of first grade; the Word Learning Tasks were less effective predictors, and the kindergarten teacher rating was the least effective. Words Learned-December was the most useful measure in indentification of children with low reading skill at the end of the first grade. (Author/DB)
Descriptors: *Grade 1; *Kindergarten Children; Learning Processes; Predictive Measurement; *Reading Readiness Tests; *Task Performance; Test Reliability; Test Validity; *Word Study Skills
Identifiers: Metropolitan Readiness Tests; *Word Learning Tasks (Barr)

ED062368 TM001297
The Visual Analysis Test: An Initial Report.
Rosner, Jerome
Pittsburgh Univ., Pa. Learning Research and Development Center.
1971 24p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: R-22
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG72
A copying test (VAT) is described in which the test items can function as teaching objectives with the expectation that acquiring competency in the represented behaviors will be generalized to other visual-motor tasks. Six hundred and sixty-seven kindergarten first- and second-grade children were tested. Results show: (1) a reliable scoring method (Interrater r=.98); (2) a broad range of individual differences between and within the three age groups, (3) significant predictive validity to the norm-referenced Rutgers Drawing Test (K and Gr. 1: VAT-Rutgers Form A, r=.80; Gr. 2: VAT-Rutgers Form B, r=.68). Item difficulty is analyzed and implications are discussed. (Author)
Descriptors: *Elementary Education; Evaluation Methods; *Freehand Drawing; *Geometric Concepts; Grade 1; Grade 2; Kindergarten; *Perceptual Motor Coordination; Predictive Validity; Program Evaluation; Research Methodology; Scoring Formulas; Tactual Visual Tests; Test Reliability; *Tests; Test Validity
Identifiers: Visual Analysis Test (Rosner)

DIALOG INFORMATION SERVICES, INC.
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ED060339# AA000932
Work Tests as Indicators of Vocational Fitness.
Kyostio, O. K.
Mar 1969 3p.
Report No.: CEAS-68-23-E
Available from: Available in CEAS Abstract Series No. 1-4 (ED 060 227)
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEJUL72
This document is an English-language abstract (approximately 1,500 words) of a study of the prognostic value of handicraft training in Finnish school for subsequent success in school and on the job. The study raised several related questions--techniques of work appraisal, citizenship, school streaming, and trial periods at vocational schools. The tests call for making articles that require reading of diagrams, drafting them, forging, filing, platework, work with machines, and certain other types of activity. The group tested included 230 students from 14 schools. Results showed that a very positive correlation exists between the appraisal variables used; elementary school marks have prognostic value for the higher grades; the students social status did not affect the work appraisal; the relation of school success to employers' judgement is slight; those who did well on the test generally did good work; and there is correlation between doing well on the work tests and well on the vocational entrance examinations--these were some of the findings of the investigation. The most difficult question seemed to be how to find the reliable criteria necessary for prediction of success in work. (Author/GDB)
Descriptors: *Ability Identification; Abstracts; *Career Guidance; *Educational Testing; Metal Working; Nonverbal Tests; *Predictive Validity; Research Methodology; Task Performance; *Test Construction; Test Results; Vocational Education
Identifiers: *Finland

ED060302# AA000895
Conclusoes e Recommendacoes de IV Conferencia Nacional de Educacao (Conclusions and Recommendations of the Fourth National Education Conference).
Ministerio do Educacao e Cultura (Brazil).
Boletin Informativo do Cb E. Rio de Janeiro, n143 p10-14 Jun 1969
Oct 1970 3p.
Report No.: CEAS-70-7-E
Available from: Available in CEAS Abstract Series No. 1-4 (ED 060 227)
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEJUL72
This document is an English-language abstract (approximately 1,500 words) on the aims and problems of the second cycle of secondary education as perceived by the Fourth National Brazilian Conference on Education. The conference concluded that its aim was designed to provide general culture and vocational training, and a preparatory program for university entrance; the general education element, predominant in the first phase of the second cycle, needs to be reoriented towards science to provide a better basis for technical and vocational training. In the second cycle technical schools, it is desirable to introduce advanced training courses rounded off by cultural disciplines. For economic, sociological, and educational reasons, experiments in the concentration and integration of secondary curricula should be encouraged. The shortage of teachers and the inadequacy of training facilities for them makes expansion of some a necessity. Preference should be given to certificated teachers in public and private education and in literacy campaigns. Examinations for admission to universities should be designed with local and regional secondary school conditions in mind. Educational policy should be founded on the nation's cultural, social, and economic needs. (Author/GDB)
Descriptors: Abstracts; *Curriculum Development; Educational Planning; Inservice Teacher Education; National Programs; *Science Instruction; *Secondary Education; *Teacher Education; Technological Advancement; *Tests; Vocational Education
Identifiers: *Brazil

DIALOG INFORMATION SERVICES, INC

ED060234# AA000827
Report of the Committee to Review the System of Public Examinations for Queensland Secondary School Students and to Make Recommendations for the Assessment of Students' Achievements.
Queensland Dept. of Education, Brisbane (Australia).
Mar 1971 4p.
Report No.: CEAS-7
Available from: Available in CEAS Abstract Series No. 1-4 (ED 060 227)
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEJUL72
This document is an English-language abstract (approximately 1,500 words) describing the findings of the Queensland Committee. The Committee reviewed the arguments in favor and against retention of the external examinations, and it was concluded that although public examinations did give incentives to learn particular things in particular ways, the Committee did not agree that a course of study would not be effectively treated by a teacher or approached by a student unless terminated by an examination of some kind. It was recommended that because the student retention rate in secondary schools is rising, the five years of secondary education should be regarded as a whole instead of two stages as at present, and that the two Boards should be replaced by a statutory board of Secondary School Studies. With regard to public examinations for the Junior Certificate, it was recommended that school assessment should replace it in 1971, and that the Senior Certificate, should be replaced in 1972. To ensure comparability of standards between schools, all schools wishing to issue certificates should accept Board moderation of their standards of assessment. Some recommendations are included regarding syllabuses. (Author/GDB)
Descriptors: Abstracts; *Achievement Tests; Curriculum Guides; Enrollment Rate; *Evaluation Methods; *Higher Education; *National Competency Tests; Retention Studies; *Secondary Education
Identifiers: *Australia

ED060037 TM001120
Psychometrics at Harcum.
Blai, Boris, Jr.
Harcum Junior Coll., Bryn Mawr, Pa.
Jan 1972 7p.
Report No.: IRR-72-2
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUN72
Results and usefulness of the educational and psychological tests annually given to Harcum freshmen as discussed. General guidelines for test interpretation are also included. (MS)
Descriptors: *College Freshmen; Counseling Effectiveness; Critical Thinking; Decision Making; *Females; *Guidance Objectives; Personality Measures; *Psychometrics; Standardized Tests; Student Attitudes; Study Skills; Teacher Attitudes; *Testing Programs
Identifiers: Brown Holtzman Survey Study Habits and Attitudes; Gordon Personal Profile; *Harcum Junior College PA; Watson Glaser Critical Thinking Appraisal

ED060030# TM001113
PIC Reading Readiness Test Form.
Short, N. J.
Minneapolis Public Schools, Minn.
1 Oct 1971 6p.
Available from: Not available separately; see TM 001 111
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEJUN72
This rating form concerns the measurement of basic skills in connection with assessing reading readiness. Motor skills, ability to adjust to learning situations, familiarity with the alphabet, and general knowledge are assessed. See TM 001 111 for details of the Regional PIC program in which it is used. (DLG)
Descriptors: *Alphabets; *Basic Skills; Cognitive Development; Color; Diagnostic Tests; *Elementary Education; Knowledge Level; Motor Development; Rating Scales; Reading Development; *Reading Readiness Tests; Reading Skills; *Student Adjustment; Student Behavior; Student Evaluation
Identifiers: *Minneapolis Public Schools MN

DIALOG INFORMATION SERVICES, INC.

ED060029# TM001112
PIC Reading and Spelling Diagnostic Test Form.
Short, N. J.
Minneapolis Public Schools, Minn.
1 Oct 1971 28p.
Available from: Not available separately; see TM 001 111
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEJUN72
This diagnostic skills checklist enables the methods and materials specialists to note the reading and spelling skills the child has mastered, those skills which are weak or not developed, and those skills which are clearly beyond the child's capability of mastering because of insufficiently developed abilities at lower, prerequisite levels. Also identified are tests which have been administered to the child during the evaluation period. See also TM 001 111 for a description of the Regional PIC program. (AG)
Descriptors: Auditory Discrimination; *Diagnostic Tests; *Elementary Education; Knowledge Level; Listening Comprehension; Listening Comprehension Tests; Listening Skills; Memory; Oral Reading; *Rating Scales; Reading Diagnosis; Reading Rate; *Reading Skills; Reading Tests; Special Education; *Spelling; Standardized Tests; Student Evaluation; Visual Learning
Identifiers: *Minneapolis Public Schools MN

ED059246 TM001060
Test Rankings and Selection Procedures for Identifying Gifted Intermediate Elementary Children.
Doughty, Earl
Eastern Illinois Univ., Charleston.
1971 9p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAY72
This study attempts to determine the relative ranking value of information gathering devices that could be substituted for tests of mental maturity. Results indicate that the three best devices are: a standardized test of academic achievement, a test of personality, and a self-concept inventory, all of which are easily administered, scored, and interpreted. (DLG)
Descriptors: *Elementary Education; *Evaluation Methods; *Gifted; Grade 4; Grade 5; Grade 6; Intelligence Quotient; Personality Measures; *Psychological Testing; Self Concept Measures; Sex Differences; Standardized Tests; *Test Selection; Test Validity

ED058232# TE002756
The Certificate of Secondary Education: Trial Examinations--Oral English.
Wrigley, J.; And Others
Schools Council, London (England).
1966 37p.
Report No.: Exam-Bull-11
Available from: Pendragon House, Inc. 899 Broadway Avenue, Redwood City, California 94063 ($0.50 prepaid, 20% discount to teachers, schools, and libraries)
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEAPR72
Four methods used in trial examinations in oral English for the Certificate of Secondary Education in England are described, and the assessment system and rating scales are discussed. The four methods are: 1. Reading Aloud, 2. Prepared Talk, 3. Private Conversation about a Visual Stimlus, and 4. Group Discussion. The aim of all the tests is to discover whether the candidate is able to speak his ideas easily and naturally with due regard to accepted language usage and to the company addressed. Teachers were asked to make assessments three times between May and July, using a five-point rating scale, from A to E. The possibility of using tape recorders in the assessment system was investigated. The results of the experiment show: (1) Method 2--Prepared Talk--correlated most highly with the teachers' assessments and may be designated the most successful; Method 3 is also considered excellent; (2) It is possible to assess tape recorded interviews accurately; (3) The low correlation between marks for written and oral examinations suggests that the 16-year-old shows a difference in his capability for handling written and spoken English; and (4) Most teachers have difficulty in assessing oral ability. Three appendixes discuss Other Research, Oral Expression--Notes for Test Administrators, and Footnotes and Bibliography. (For related documents, see ED 049 096, 961, and 962.) (DB)
Descriptors: Communication Skills; *English Education; *Language Usage; *Secondary Education; *Speech Communication; Speech Skills; Statistical Analysis; Student Evaluation; Tape Recordings; Teacher Role; *Testing Programs; Test Results; Verbal Communication
Identifiers: Certificate of Secondary Education; England

DIALOG INFORMATION SERVICES, INC

ED057091 TM000934
Short Term Assessment of the Middle School Plan.
Evans, Charles L.
Fort Worth Independent School District, Tex.
Aug 1970 137p.
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR72
Twnety-seven hypotheses relative to middle school operations were generated and tested through analyses of data gathered. Using various instruments data was obtained from: students, teachers, principals, and central administrative offices. Discussions and findings about the hypotheses are presented, and each is catalogued according to whether it was (1) accepted, (2) partially accepted, or (3) rejected. See also TM 000 935 and 936 for copies of the Student Questionnaire and the Teacher Questionnaire. (Author/AG)
Descriptors: Academic Achievement; Athletics; Building Design; *Comparative Analysis; Data Analysis; Dating (Social); Educational Innovation; Educational Objectives; Flexible Scheduling; *Hypothesis Testing; *Junior High Schools; *Middle Schools; Physical Characteristics; *Program Evaluation; School Organization; Student Attitudes; Teacher Attitudes; Traditional Schools

ED056781 PS005228
Internal--External Locus of Control and Creativity.
Oden, Sherri Lee
Illinois Univ., Urbana.
1971 43p.; Paper submitted in partial fulfillment of the requirements for the degree of Master of Science in Education in the Graduate College, University of Ill., 1971
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR72
This study which invo ved 60 kindergarten and 69 second grade students sought to identify a significant relationship between internal control perception and creativity. Internal control refers to the perception of positive and/or negative events as being a consequence of one's own actions and thereby under personal control. The Bialer (1961) locus of control scale and two creativity measures (Instances and Uses) adapted from Wallach and Kogan's (1965) creativity tasks were employed to test fl:ency, uniqueness and flexibility. The results do not present a clear pattern of findings. For all female subjects (particularly second graders) internality correlated with creativity as measured by the Instances creativity measure. For male kindergarten subjects, low internality correlated with creativity as measured by the Uses creativity measure. It cannot be concluded that all internals share creativity as a behavioral competency. Tables and appendixes provide facsimiles of measures used as well as additional questionnaires and creativity measures. (Author/MK)
Descriptors: *Creativity; *Creativity Tests; *Grade 2; *Kindergarten Children; *Personality; Sex Differences; Tables (Data)
Identifiers: Bialer Cromwell Childrens Locus of Control Scale; Control Perception

ED055748 RE003859
Criterion-Referenced Test. SEL/Project Language, Level II, Kindergarten.
Southeastern Education Lab., Atlanta, Ga.
[1971 4p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEFEB72
This test is intended for use with a two-volume, 32-lesson set of materials for rural disadvantaged kindergarten children. The lessons are designed to help alleviate language deficiencies of the children by providing them with school-related activities, communication and cultural experiences, and other readiness instruction through language experience. The criterion-referenced test is tied to activities required of children by the program and assesses individual children's activities to accomplish individual tasks. Of the 28 test items, many involve some physical activity response and some involve a verbal response statement. The lessons are described in RE 003 856 and RE 003 857. (MS)
Descriptors: Child Language; Communication Skills; *Criterion Referenced Tests; Dialects; *Disadvantaged Youth; *Kindergarten; Language Ability; *Language Experience Approach ; Language Instruction; Language Tests; *Reading Readiness; Research and Development Centers; Southern Schools; Tenl

ED055674 PS005182
Socio-Economic Differences in Guessing Strategy on a Binary-Choice Task.
Adams, Wayne V.
Colgate Univ., Hamilton, N.Y.
[1967 15p.
Sponsoring Agency: National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEFEB72
Guessing patterns differ between children of lower and middle class. It is hypothesized that lower class children, because they live in an environment affording fewer rewards for problem solving, come to expect a lower degree of success than their middle class peers. Eighty white kindergarten children attending urban public school were divided into groups of lower and middle class and given a two-choice card task. Two maintained and shifted card ratios were presented. Results lend support to the above hypothesis as the lower class children displayed less variable behavior on binary-choice responses. Social class similarities in problems solving behavior are also discussed. (Author/MK)
Descriptors: Environmental Influences; *Guessing (Tests); Intelligence Differences; *Kindergarten Children; *Lower Class; *Middle Class; *Problem Solving; Whites
Identifiers: Peabody Picture Vocabulary Test

ED055123 TM000897
CSE-ECRC Preschool Kindergarten Test Evaluations.
Hoepfner, Ralph; And Others
California Univ., Los Angeles. Center for the Study of Evaluation.
1971 37p.
Sponsoring Agency: Office of Economic Opportunity, Washington, D.C.; Office of Education (DHEW), Washington, D.C. Cooperative Research Program.
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJAN72
Approximately 120 published pre-school and Kindergarten tests (including over 630 subtests with separately normed scores) were evaluated through the MEAN test evaluation procedure which reflects four main areas of concern: measurement validity, examinee appropriateness, administrative usability, and normed technical excellence. Evaluation results are presented in tabular form and are indexed by the educational objective to which they are keyed, and by test name. An index of publishers and distributers of available Preschool and Kindergarten tests is also included. (MS)
Descriptors: Accountability; Behavioral Objectives; Early Childhood Education; Educational Objectives; *Evaluation; Evaluation Criteria; *Kindergarten; Norms; *Preschool Tests; *Rating Scales; *Tests; Test Validity
Identifiers: Mean Test Evaluation System

ED054871 24 PS005031
SEL/Project Language. Level II, Kindergarten. Criterion-Referenced Test.
Southeastern Education Lab., Atlanta, Ga.
1971 3p.
Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Division of Educational Laboratories.
Bureau No.: BR-6-2869
Contract No.: OEC-2-7-062869-3077
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJAN72
The Criterion-Referenced Test is designed to be used in conjunction with the SEL/Project Language, Level II, Kindergarten program. The test consists of 28 items to which the child responds verbally or nonverbally. The examiner records and tallies correct responses to obtain the child's total score. To administer this test, the examiner must have available props such as samples of texture, a xylophone, a flannel board, pictures and a toy car as well as a copy of the Pupil's Book. The Level II, Kindergarten curriculum guides are available as PS 004 669 (Part One) and PS 005 021 (Part Two). Pupil's Book is available as PS 004 670. Teacher's Handbook is available as PS 005 022. (WY)
Descriptors: *Criterion Referenced Tests; Individual Testing; *Kindergarten; *Language Ability

DIALOG INFORMATION SERVICES, INC

ED053868 RE003701

Cloze as a Predictor of Reading Group Placement.

Schoelles, Iris Storey

22 Apr 1971 6p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr 19-23, 1971

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDEC71

Four questions concerning the relationship between results of cloze test scores and individual reading ability are investigated: (1) Is there a relationship between the cloze results and individual reading ability? (2) Should cloze tests be written at mean grade level? (3) Which provides higher correlations--giving credit for exact responses only or for exact responses and synonyms? and (4) Can the cloze test be considered a valuable part of student reading assessment? Four hundred and seventy students in grades 1 through 5 at a Snyder, New York, elementary school were administered both the Stanford Achievement Test and cloze passages from basal readers. Correlation of the scores ranged from .64 to .76 using cloze material near the grade mean. It appeared that greater dispersion of the population is achieved through use of more difficult materials. Scoring synonyms and exact words was found desirable. It was concluded that advantages of the cloze test are (1) that the student must comprehend what he is reading to do well, while random guessing can lead to high scores on the Stanford test and (2) there is no time limit on the cloze, hence the slow, careful reader scores well while the fast random guesser does not. Tables and references are included. (AL)

Descriptors: *Cloze Procedure; Comparative Analysis; *Elementary Education; Evaluation Methods; *Reading Ability; Reading Level; *Reading Tests; Testing

ED051265 24 TM000574

The Comparison of Three Approaches to the Reduction of Test Anxiety in High School Students. Final Report.

Maes, Wayne R.; Heimann, Robert A.

Arizona State Univ., Tempe. Dept. of Educational Psychology.

Oct 1970 73p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-9-I-049

Grant No.: OEG-9-9-120049-0020(057)

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIESEP71

The relative effectiveness of client-centered, rational-emotive, and desensitization therapies in reducing test anxiety among high school students was investigated. The sample was drawn from 2336 students in grades 10 through 12 who were administered the Spielberger State-Trait Anxiety Inventory (STAI). Thirty-three subjects with high State anxiety but average or low Trait anxiety were selected. Each student was counseled from seven to eleven times during a five-week period by advanced graduate students. Each student was randomly assigned to one of four groups, i.e. client-centered, rational-emotive, desensitization, or no-treatment control. Counselor training sequences were designed for each of the three therapeutic approaches. Criterion measures were pre and post administrations of the STAI; psychogalvanic skin response (GSR) measures; and heart rate (HR) response measures. There were no significant differences between the four groups in the STAI; but significant differences at <.05 level were found in the predicted direction between group treatments and controls on criteria of GSR and HR. Post hoc analyses disclosed significance for the desensitization treatment group on GSR, and the rational-emotive treatment group on heart rate. Final analysis revealed differences only with the rational-emotive treatment group and controls on H.R. (Author/PR)

Descriptors: *Anxiety; *Counseling; Criteria; *Educational Psychology; Emotional Response; Guidance; High School Students; Learning; Nondirective Counseling; Psychotherapy; Rational Emotive Therapy; Social Studies; Statistical Analysis; *Testing; Tests; *Therapy

Identifiers: State Trait Anxiety Inventory (Spielberger)

DIALOG INFORMATION SERVICES, INC.

ED051253 24 TE499830
The Auditory Analysis Test: An Initial Report.
Rosner, Jerome; Simon, Dorothea P.
Pittsburgh Univ., Pa. Learning Research and Development Center.
1970 25p.
Bureau No.: BR-5-0253
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIESEP71
A new test for auditory perception (Auditory Analysis Test) was given to 284 kindergarten through grade 6 children. The instrument, consisting of 40 items, asks the testee to repeat a spoken word, then to repeat it again without certain specified phonemic elements--such as a beginning, ending or medially-positioned sound. Seven categories of item difficulty were proposed. Test results varied, both within and between class groups. Performance tended to improve with age and grade placement. Pearson Product Moment Correlations of individual AAT scores with Stanford Achievement Test reading scores yielded significant relationships ($p < .01$) ranging from .53 (grade 1) to .84 (grade 3). Analysis of errors supported the validity of test item difficulty and provided direction for the design of a treatment approach to auditory perceptual dysfunction. (Author)
Descriptors: Auditory Perception; *Auditory Tests; Correlation; *Elementary School Students; *Item Analysis; *Kindergarten Children; *Test Results; Test Validity
Identifiers: *Auditory Analysis Test

ED050176 TM000580
Interpretation of Test Results.
McLaughlin, Kenneth F.
Department of Health, Education, and Welfare, Washington, D.C. Office of the Commissioner of Education.
1964 66p.
Report No.: Bull-7-0E-25038
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAUG71
This bulletin attempts to explain the use and limitations of regularly the process of selecting educational areas which should receive additional interpret adequately their meaning to parents and students. A companion publication "Understanding Testing Purposes and Interpretations for Pupil Development," also prepared by HEW, was issued in 1960. A general discussion of the development of a standardized test is followed by consideration of specific types of tests, including intelligence or scholastic aptitude tests and achievement tests. Scoring a multiple-choice type test, the accuracy of test results, and the analysis of class achievement are also discussed. A section on classroom interpretation of test scores provides helpful suggestions on how to handle the interpretation of this material with students and parents. An extensive list of selected references is included. (TA)
Descriptors: Achievement Tests; Aptitude Tests; *Counseling; Expectancy Tables; Group Testing; Guides; Individual Testing; Intelligence Tests; Item Analysis; Multiple Choice Tests; *Parent Counseling; *Standardized Tests; Test Construction; Testing Programs; *Test Interpretation; Test Reliability; *Test Results

ED049285 TM000457
Study of Relationships of Reading Mastery Level to General Reading Achievement to Validate Diagnostic Reading Tests.
Fischbach, Thomas J.
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Feb 1971 24p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 1971
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Bureau No.: BR-5-0216
Contract No.: OEC-5-10-154
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEJUL71
The validity of the word attack skill tests of the Wisconsin Design for Reading Skill Development is studied at six grade levels by an investigation of the relationship of these to several widely known reading achievement tests. The basic notion is that reading mastery scores derived from the diagnostic tests should be positively related to the achievement scores in a simple manner. The requirements implied by this notion are specified and the procedures for examination of data to determine extent of agreement are described. The results of the analysis indicate that the requirements are fulfilled in all but one case. The main conclusion is that the validity of the word attack subtests is supported by the data. (Author)
Descriptors: *Criterion Referenced Tests; *Diagnostic Tests; *Elementary Education; Individualized Programs; Measurement; Reading Ability; *Reading Achievement; Reading Diagnosis; Reading Tests; Scoring; Test Interpretation; *Test Validity
Identifiers: Metropolitan Readiness Tests; *Wisconsin Design for Reading Skill Development

DIALOG INFORMATION SERVICES, INC

ED046928# TE002174
A Study of the Effect of Practice upon the Ability to Follow Oral Directions.
Rogers, Richard DeVere
1969 249p.; Ed.D. Dissertation, Arizona State University
Available from: University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (Order No. 69-20,794, MFilm $3.25, Xerography $11.25)
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEMAY71
A pilot study of an experimental group of fifth graders in a Scottsdale, Arizona, elementary school was conducted to determine the effect of a series of training exercises on the students' ability to follow oral directions and on their general listening ability. After the training period, tests were administered to the experimental group and to two grade 5 control groups, and test scores indicated significant differences in the mean scores of the two groups. A 4-week training program in following oral directions was subsequently field-tested. Twelve fifth grade classes were pretested and randomly assigned to experimental and control groups. Each day for 20 days the experimental groups received a daily exercise containing 12 practice items in following oral directions. Several post tests were administered immediately and again after a month's delay. Results indicated that, although no significant change in listening ability seemed to result from the training exercises, a significant amount of training was retained after one month's delay ($p<.01$) and a substantial difference was observed between experimental and control groups on total performance scores ($p<05$). (Author/JB)
Descriptors: Auditory Tests; *Aural Learning; *Elementary Education; Grade 5; *Learning Experience; Listening Comprehension; *Listening Comprehension Tests; Listening Habits; *Listening Skills; Speech Communication; Task Performance; Test Results

ED046911 TE001990
Spoken English.
Sansom, Clive
South Australian English Teachers Association, Burnside.
Opinion, v13 n1 p39-45 May 1969
May 1969 7p.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEMAY71
A number of conscious and unconscious objections (e.g., "Speech instruction should be given in the home," and "spoken English should be taught incidentally in all lessons.") have contributed to the present neglect of spoken language in secondary education. We must realize that, in order to be effective, speech must be taught systematically in a continuous, graded program throughout the secondary school. Such a program should be based on a syllabus covering every year of the pupil's school life; it should concentrate on the everyday use of speech instead of public entertainment (e.g., group discussion and impromptu talks instead of "The Annual Play"); it should provide for grading on specific tests and classwork; and it should include advanced studies. (DD)
Descriptors: Group Discussion; *Secondary Education; Sequential Approach; Speech Communication; *Speech Curriculum; *Speech Education; Speech Evaluation; Speech Instruction; Speech Skills; *Speech Tests

ED045309 RE003151
Predicting Reading Failure: Beyond the Readiness Model.
Adelman, Howard S.; Feshbach, Seymour
California Univ., Los Angeles.
[1970 8p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEAPR71
Efforts toward predicting reading failure have been principally directed at assessing the child's strengths and weaknesses with reference to a limited number of reading correlates under conditions dissimilar to those in which he will be later expected to perform. Because this type of readiness model does not take into consideration a number of important variables, an approach is suggested which will provide a closer approximation between the predictor and criterion. This would entail (1) evaluation of the kindergarten child's reading-related skills and behaviors, as well as interfering behaviors; (2) evaluation of each first-grade classroom program to determine the skills and behaviors the child must have in order to cope with the reading task; and (3) an analysis of the discrepancy between the child's skills and behaviors and those required for successful performance. Rating scale instruments are being developed for evaluation of the kindergarten child by the teacher. The first-grade teacher and classroom situation will also be evaluated by an observer who will use a separate but parallel rating scale. As less restrictive models are used to predict reading failure, it is likely that more comprehensive remedial and preventive measures will evolve. A bibliography is included. (DH)
Descriptors: Grade 1; *Kindergarten Children; Models; *Predictive Measurement; *Rating Scales; *Reading Failure; Reading Instruction; *Reading Readiness Tests

ED044446 24 TM000255
CSE Elementary School Test Evaluations.
Hoepfner, Ralph; And Others
California Univ., Los Angeles. Center for the Study of Evaluation.
1970 138p.
Sponsoring Agency: Research and Development Centers Branch, DEL.
Bureau No.: BR-6-1646
Contract No.: OEC-4-6-061646-1909
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR71

This is a comprehensive listing of tests, keyed to educational objectives of elementary school education, and evaluated by measurement experts and educators. Four main criteria were selected for evaluating the tests: measurement validity, examinee appropriateness, administrative usability, and normed technical excellence; these four main criteria are sub-divided into 24 aspects. Approximately 1600 scales and subscales of the listed tests are given a numerical rating for each of the 24 aspects (based on given standards) and are then gradad as good, fair, or poor for each of the main criteria. Each grade level section details 145 goals of elementary school education and lists the published instruments readily available to assess achievement of each goal at the level. For easy use by school principals and superintendents, who do not necessarily have technical expertise in educational measurement and evaluation, the objectives, relevant test titles, and the test evaluations, appear in one table for each grade. Indexes of goals, tests, publishers, and distributors of tests, are included. This report is part of an Elementary School Evaluation Kit now being developed by the School Evaluation Project at the Center and has been given early publication. (AE)

Descriptors: Achievement Tests; Affective Measures; Cognitive Tests; *Educational Objectives; Educational Testing; *Elementary Education; Evaluation Criteria; Grade 1; Grade 3; Grade 5; Grade 6; *Standardized Tests; *Test Reviews; *Test Selection; Test Validity

Identifiers: *School Evaluation Project

ED044425 TM000078
Prediction and Guidance.
Shimberg, Benjamin
Sep 1969 8p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR71

Problems in the application and misapplication of test scores are discussed. Tests have been used to achieve optimum use of resources rather than optimum development of the individual. Or, they have been used to predict a child's achievement rather than to identify his learning difficulties. This latter use would indicate when and where intervention in the child's educational experience might be successful in changing his predicted score. Predicted scores can also be changed by training individuals to take tests successfully. The use of test scores to measure abilities relevant to the skills required for a given occupation is considered. Finally, numerous suggestions are made which would aid counselors in fulfilling their responsibilities. These include providing the individual with information concerning agencies and organizations which could help him improve in areas where deficient, and with adequate and comprehensible data aiding him to make decisions that are correct for him, based on his values and goals and not merely on test scores and resulting predictions. The recent growth of vocational technical institutions provides an alternative to the pressures for conformity that result in so many students attending four-year colleges when they would prefer some other type of education. (PR)

Descriptors: Ability; Aptitude Tests; *Career Counseling; Disadvantaged Youth; Educational Counseling; *Educational Diagnosis; Intelligence Tests; Intervention; Minority Groups; Multiple Choice Tests; Performance; *Predictive Measurement; *School Counseling; Screening Tests; *Testing Problems; Test Interpretation; Test Results

DIALOG INFORMATION SERVICES, INC

ED043688 24 TM000188
Early Education Screening Test Battery of Basic Skills Development: Criteria for Personalizing Programs.
University City School District, Mo.
Jan 1969 33p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-6-1328
Contract No.: OEC-3-7-061328-0322
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEFEB71
The development and content of the Early Education Screening Test Battery are described elsewhere (TM 000 184). This report provides norms for the Gross Motor Test (GMO), Visual-Motor Integration (VMI), four scales of the Illinois Test of Psycholinguistic Abilities (ITPA), Peabody Picture Vocabulary Test (PPVT), and the Behavior Rating Scale (BRS). For each test, tables are included which allow one to obtain the age equivalent, psycholinguistic age, mental age, standard deviation, standard score, or IQ score, as required, from the raw test scores. Tables are also provided which allow one to interpret these derived scores in terms of developmental skill level--very superior, superior, high borderline, etc. A profile sheet on which the latter results may be graphed is included. With a completed profile, a teacher can determine a child's strengths and weaknesses at a glance. (DG)
Descriptors: Basic Skills; Early Childhood Education; Evaluation Criteria; *Kindergarten Children; *Norms; *Preschool Tests; *Profiles; *Screening Tests; Standardized Tests; Statistical Analysis; Tables (Data)
Identifiers: *Early Education Screening Test Battery

ED043687# 24 TM000187
Gross Motor Observations.
University City School District, Mo.
1969 3p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Available from: Se TM 000 184
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEFEB71
Gross Motor Observations is a test for preschool children which measures motor skills. Individual administration takes only two to three minutes and items are scored 0-3, low to high. The child is asked to perform a series of simple physical tasks which reveal the level of his motor ability. No skill is required for either administration or scoring and the only necessary equipment is a balance beam. (PR)
Descriptors: Individual Testing; *Kindergarten Children; *Motor Development; Nonverbal Tests; Observation; *Perceptual Motor Coordination; Performance Tests; Preschool Children; *Preschool Tests; Rating Scales; Screening Tests

ED043686# 24 TM000186
Three Dimensional Auditory Discrimination Test.
Univers'ty City School District, Mo.
1969 2p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Available from: See TM 000 184
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEFEB71
The Three Dimensional Auditory Test measures the preschool child's auditory skills. It requires 3 to 4 minutes individual administration. The examiner needs a collection of props, listed on the score sheet, and a large box in which to place them. These objects are presented to the child in pairs and he is required to discriminate between the similar sounds of single words describing each object in a given pair. The test requires no particular skill for administration. (PR)
Descriptors: *Auditory Discrimination; Auditory Perception; *Auditory Tests; Individual Testing; *Kindergarten Children; Performance Tests; Preschool Children; *Preschool Tests; Screening Tests; *Tests; Three Dimensional Aids; Verbal Tests

DIALOG INFORMATION SERVICES, INC.

ED043684 24 TM000184

Early Education Screening Test Battery of Basic Skills Development: A Study of Test Selection.

University City School District, Mo.

Jan 1969 24p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-6-1328

Contract No.: OEC-3-7-061328-0322

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEFEB71

A 30-minute screening battery of tests and subtests selected from the complete 90-minute battery used in USOE Prekindergarten-Kindergarten research plus three locally developed instruments were identified as the most satisfactory single measures of cognitive, motor, auditory, visual, visual-motor coordination, and language development to provide an economical assessment of 4 to 6 year old children. The statistical analyses upon which test recommendations were based are reported. Although the 1961 Experimental Edition of the Illinois Test of Psycholinguistic Abilities was used in this study, the similarity and improvement of the subtests suggests that the desirability of introducing the 1968 Revised Edition in future testing. The appendix contains the locally developed measures: the Behavior Rating Scale (TM 000 185), the Three-Dimensional Auditory Discrimination Test (TM 000 186), and Gross Motor Observations (TM 000 187), and also lists the tests forming the complete 90-minute battery. (Author/PR)

Descriptors: Ability Identification; *Basic Skills; Behavior Rating Scales; Cognitive Development; Diagnostic Tests; *Early Childhood Education; Evaluation Criteria; Individualized Programs; Individual Needs; *Kindergarten Children; Language Acquisition; Learning Readiness; Measurement Instruments; Motor Development; Preschool Children; *Preschool Tests; Program Development; Psychomotor Skills; *Screening Tests; Skill Development; Standardized Tests

Identifiers: Early Education Screening Test Battery

ED043679 TM000157

Assessment of Phonological Discrimination in Children.

Rudegeair, Robert E.; Kamil, Michael L.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Mar 1970 20p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Report No.: TR-118

Contract No.: OEC-5-10-154

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEFEB71

A review of the literature indicated that conventional tests are inadequate for accurate assessment of phonological discrimination ability in children. Higher error rates on discrimination tests than those which would be predicted from articulation measures seemed to implicate task variables. To reduce task difficulty, repeated contrast test pairs, consisting of CVC syllables in which the same phonemic contrast occurs twice, were developed. Multiple testing sessions were also employed to reduce initial task difficulty. Two experiments were conduced to determine the effects of task variables. The first experiment involved the use of nonsense syllables in an A-B-X paradigm. The subjects were 12 first Grade and 12 Kindergarten children. The second experiment involved the use of real word items from the Wepman Test of Auditory Discrimination and the subjects were the First Grade group from experiment I and a new First Grade group of 12. Experiment I showed repeated constrast pairs easier to discriminate than initial or final contrast pairs and that results were poorer on the first day. In experiment II, first day performance was also significantly poorer than the other days. It is suggested that repeated testing is necessary for young children and that repeated contrast pairs may provide a means of obtaining more complete assessment of phonological discrimination ability in children. (Author/LR)

Descriptors: Audiolingual Skills; *Auditory Discrimination; Auditory Stimuli; Discrimination Learning; *Grade 1; *Kindergarten Children; Listening Comprehension; *Listening Comprehension Tests; Listening Skills; *Phonemics; Verbal Communication

Identifiers: *Wepman Auditory Discrimination Test

DIALOG INFORMATION SERVICES, INC.

ED043651 24 TE499848

The Value of Aesthetic Judgments in Music in the Assessment of Musicality of Elementary School Children. Final Report.

Kyme, George H.

California Univ., Berkeley.

Jul 1970 83p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-8-I-146

Grant No.: OEG-9-9-140146-0023(057)

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEFEB71

A test of musical achievement, the central criterion of which was musical sensitivity as evidenced by the ability to make aesthetic judgments, was empirically validated and field-tested upon elementary school children in the Manhattanville Music Curriculum Program as well as in the California Music Educators Statewide Music Testing Program. The test was comprised of excerpts of compositions by recognized composers and a mutilation of each. Reactions of the Manhattanville children, who received training in creating and experiencing contemporary music, differed from those of their California peers who received other types of musical training. Some of the observations made were that (1) musical children of the same age score similarly though drawn from divergent programs; (2) Manhattanville subjects were more perceptive than their California counterparts but less likely to agree that the original composition excels its mutilation; and (3) individual differences are greater within samples than between them. (Tables, test items and criteria, and a brief bibliography are provided.) (Author/MF)

Descriptors: Cultural Enrichment; *Elementary Education; *Listening Comprehension; Music; *Music Appreciation; *Music Education; Perception; *Testing

ED041061 UD010265

Pretesting Orientation for the Disadvantaged: Experience in Manpower Experimental and Demonstration (E & D) Projects.

Seiler, Joseph

25 Mar 1970 14p.; Paper presented at the American Personnel and Guidance Association Convention, New Orleans, La., March 25, 1970

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Journal Announcement: RIENOV70

The restricted experience of disadvantaged persons in taking employment related tests leaves them without test-taking skills. United States Department of Labor manpower experimental and demonstration manpower projects have found several approaches of use in the pretesting preparation of out of school and out of work youth and adults: special coaching on use and value of tests, pretesting in nonthreatening atmospheres, test tutoring and practice, training in test-taking skills, remedial instruction, and advance exposure to the test site. One successful program showed the value of a comprehensive program whereby, prior to final administration of the job selection test, the job seekers were provided pretesting orientation, temporary (trainee) employment, and job related basic education; also, special training was given to their supervisors on how to work effectively with disadvantaged groups. The appropriate methods for and the scope of pretesting orientation services needed by the disadvantaged will vary depending on the character of the vocational tests and the education and experience of the job applicants. Not available in hard copy due to marginal legibility of original document. (Author/JM)

Descriptors: *Career Counseling; Disadvantaged Youth; *Employment Programs; *Employment Qualifications; *Job Applicants; Job Application; Job Training; Labor Force Development; Out of School Youth; Pretests Posttests; Test Coaching; *Testing Problems; Unemployment; Vocational Aptitude; Vocational Education

ED040983 TE001103

Testing in English.

Evans, William H., Comp.

Illinois Association of Teachers of English, Urbana.

Illinois English Bulletin, v52 n5 p1-35 Feb 1965

Feb 1965 35p.

Available from: National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820 (Stock No. 05103, $0.35, prepaid)

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: ENGLISH

Journal Announcement: RIENOV70

Topics covered in these essays on testing in high school English are (1) the need for major literature tests to determine not factual recall but whether students are growing into rational and humane persons through their experiences with English; (2) the usefulness of pre-tests and re-tests, and the need to emphasize tests as a means of instruction; (3) the process of designing a minimum essentials test in English; (4) the need for departmental criteria to achieve consistency in testing methods and objectives; (5) the usefulness of an attitude scale to evaluate the changing personal reactions of students to literature; and (6) the usefulness of the essay test in teaching the concept of literary analysis. (MF)

Descriptors: Achievement Tests; *English Instruction; Essay Tests; Evaluation Criteria; Language Arts; Literary Criticism; Literary Discrimination; Pretesting; *Secondary Education; Student Attitudes; *Student Development; Student Evaluation; Test Construction; *Testing; Test Validity

Identifiers: To An Athlete Dying Young

DIALOG INFORMATION SERVICES, INC.

ED040463 CG005494

Group Desensitization of Test Anxiety. Student Counseling Service.

McManus, Marianna

Iowa State Univ., Ames.

[1970 12p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIENOV70

Following an orientation session in which test-anxious students were instructed in the theory and methods of desensitization, eighteen ISU undergraduates applied for a desensitization and counseling program for test-taking anxiety. All students committed themselves to attend seven weekly meetings and to practice daily the relaxation exercises at home. Nine of these eighteen subjects were assigned to the treatment group and nine to the wait-list control group on the basis of a free class hour at program time. Treatment consisted of seven disensitization and counseling sessions. The treatment and control groups did not differ significantly in initial Grade Point Average or scores on the A.C.T. Test. Both groups improved G.P.A. the program quarter. But only the treatment group demonstrated a statistically higher improvement. It is concluded that group desensitization in this seven session model is an effective and efficient technique to modify anxiety responses to test taking situations. (Author)

Descriptors: *Anxiety; *Behavior Change; College Students; Counseling; *Counseling Services; Grade Point Average; *Psychological Patterns; Student Problems; Testing; *Testing Problems

ED039865 JC700134

A Comprehensive Test Battery for Differential Guidance in Community Colleges; and Predicting Criteria Other Than Grades for Community Colleges.

Lunneborg, Clifford E.; Lunneborg, Patricia W.

Washington Univ., Seattle. Bureau of Testing.

Apr 1970 21p.; Papers presented at a symposium on "Different Approaches to Placement Testing in the Two-Year Community College," New Orleans, March 1970

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEOCT70

The next seven years will see important changes in the Washington Pre-college Testing Program for post-high school guidance. In the near future, the current cognitive emphasis of the program will be altered to include more attitudinal measures like a vocational interest inventory and an assessment of educational, employment, and life goals. In addition, the Program's ability to provide guidance and placement information will be increased by adding measures similar to those found in the U.S. Employment Service General Aptitude Test Battery. Eventually, the test will permit the making of institutional and academic program "type" decisions based on results of a junior year examination. Optional advanced credit examinations permitting better reflection of pre-college educational experience are also planned. Finally, the need to develop and incorporate non-intellective predictors of junior college performance and experience in guidance programs is discussed. While existing examinations, such as those in the Washington Testing Program, can accurately predict an individual's graded success, they are not currently capable of predicting one's personal growth, and immediate or long-range feelings of satisfaction concerning his college experiences. Recent efforts to discover criteria influencing these predictors indicate that one way to alleviate negative results is to provide some overlap between predictors and criteria. (JO)

Descriptors: Attitude Measures; Cognitive Tests; *Educational Counseling; *Educational Testing; *Post High School Guidance; Test Construction; *Testing Programs; *Two Year Colleges

Identifiers: *Washington

ED039811 FL001765

Curriculum Suggestions for Grades Sever Through Twelve: Modern Languages (French, German, Russian, Spanish) with Sample Examinations.

National Association of Independent Schools, Boston, Mass.

Sep 1968 83p.

Available from: National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 ($1.00 to members, $1.15 to non-members)

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEOCT70

Sample examinations in French, German, Spanish, and Russian for the elementary and intermediate levels are contained in this publication. The French examinations test: (1) speaking ability, (2) listening comprehension, (3) vocabulary, (4) grammar, and (5) reading. The tests on German measure vocabulary, grammar, listening, and reading comprehension. Similarly, the examinations on Spanish are available for the elementary and intermediate levels and cover the basic skills of listening, speaking, reading, and writing. The student's knowledge of Russian grammar is tested through his ability to complete some one hundred sentences in Russian. (RL)

Descriptors: *Achievement Tests; *Curriculum Development; Files; French; German; Grammar; *Junior High Schools; *Language Instruction; Language Learning Levels; *Modern Languages; Pronunciation; Reading Comprehension; Russian; Second Language Learning; Spanish; Speech Skills; Standardized Tests; Student Evaluation; Vocabulary

DIALOG INFORMATION SERVICES, INC

ED039810 FL001764
Curriculum Suggestions for Grades Six Through Nine. Latin with Sample Examinations.
National Association of Independent Schools, Boston, Mass.
Sep 1969 22p.
Available from: National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 0210 ($.50 to members, $.65 to non-members)
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT70
This two-hour, comprehensive examination in Latin for grades 6 through 9 is composed of three separate tests. Each tests language forms, translation of Latin into English, and translation of English into Latin. An optional translation passage is included. The first test, Alpha, is designed for the end of the first year of Latin in either grade 7 or 8; Beta, is meant for students completing the second year at the eighth or ninth grade level, covering material immediately prior to Caesar; and Gamma is written for students prepared to read Caesar. Specific suggestions for preparation for each test are furnished. Remarks to teachers on test administration precede the sample examinations. (RL)
Descriptors: *Achievement Tests; Classical Languages; Classical Literature; *Curriculum Development; Fles; Grammar; *Junior High Schools; *Language Instruction; Language Learning Levels; *Latin; Standardized Tests; Student Evaluation; Translation

ED039585 CG005380
Report of the School Guidance Program Study in Region VII, West Virginia Schools. Region VII Pace and Secondary School Cooperative Project.
Green, Donald A.; Hummel, Dean L.
Ohio Univ., Athens. Coll. of Education.
24 Feb 1969 89p.
Sponsoring Agency: Mercer County Board of Education, Princeton, W. Va.
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT70
The study begins with an elaboration of the standards and components of an effective guidance program, which served as a reference point for the study. Three sources of data were used: (1) Student Guidance Questionnaire which was administered to a ten per cent sample of all children in grades seven through twelve in the region; (2) the Guidance Resource Inventory completed by staff members in the region's 67 schools, and the School Testing Program Inventory which incorporates the basic criteria for a sound program; and (3) a structured Interview Form used to confirm information collected by the previously mentioned instruments. Students, teachers, administrators, parents and counselors were interviewed. All instruments are included, data presented, and numerous conclusions drawn. Recommendations based on the findings were made toward the goal of their maximal utilization. The data were interpreted in the light of generally accepted standards for guidance in the schools. (TL)
Descriptors: Counseling; Counseling Effectiveness; *Counseling Services; Counselor Evaluation; Counselor Performance; Counselor Role; Guidance; Guidance Centers; *Guidance Objectives; *Guidance Programs; Pupil Personnel Services; Testing Programs

ED039576 CG005367
Research Bulletin: Bayesian Guidance Technology.
Novick, Melvin R.; Jackson, Paul H.
Educational Testing Service, Princeton, N.J.
Oct 1969 56p.
Report No.: RB-69-33
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT70
This paper presents a discussion of the use of educational tests in guidance services as seen in the light of modern developments in statistical theory and computer technology, and of the increasing demands for such services. A focus and vocabulary for this discussion is found in Turnbull's recent article on "Relevance in Testing." Following an introductory discussion of the need for guidance services some very recent work in Bayesian inference is reviewed and the implications of this work for educational research methodology are noted. Special attention is given to the Lindley equations which provide solutions for a number of problems in the comparative prediction of academic achievement. The suggestion here is that in a changing educational environment the Bayesian methodology can provide an increase in the effectiveness and applicability of such programs as Horst's monumental Washington Pre-College Testing Program. Comparative prediction is seen as an idea whose time has come. (Author)
Descriptors: Academic Achievement; *Computer Science; Educational Environment; Educational Research; Educational Testing; *Guidance Programs; *Predictive Measurement; *Statistical Analysis; *Testing Programs

DIALOG INFORMATION SERVICES, INC

ED039559 CG005346
Vocational Relevance as a Factor in Counseling
Foreman, Milton E.; James, Leonard E.
Cincinnati Univ., Ohio.
[1970 10p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT70
A total of 130 male undergraduate college students were the subjects for this study to determine: (1) the extent to which the vocational relevance of test scales change as a function of counseling; (2) whether estimation changes differ pre- and post-treatment as a function of individual and group counseling; and (3) whether changes are differentially associated with modifications of the vocational relevance to test scales which occur as a result of counseling. The tests used included the Edwards Personal Preference Schedule (EPPS), the Kuder Preference Record (Kuder), the Strong Vocational Interest Blank (SVIB), and the Vocational Self Assessment Form (VSA). The results show that both individual and group vocational counseling which include a test orientation serve to stimulate variability in self estimations in areas of high and low vocational relevance. Change scores in the retest nomination-same scales initial comparison showed increased distortion of the area of high vocational relevance. (Author/KJ)
Descriptors: *Career Counseling; College Students; Counseling; *Group Counseling; Guidance Programs; *Individual Counseling; Males; *Self Concept; Students; *Testing

ED039466 AC008020
The Montana Program for Issuing High School Equivalency Certificates and for Accrediting Service Educational Experience.
Colburg, Dolores
Jun 1969 5p.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT70
This brochure on high school equivalency certification and accreditation describes the policy for accepting high school level General Educational Development (GED) tests as qualifying criteria; the reading comprehension and other GED tests; GED testing centers in Montana; application, fees, and retesting; and types of formal military training for which credit should be given. (LY)
Descriptors: *Equivalency Tests; *Guidelines; Military Service; *Secondary Education; *State Programs
Identifiers: General Educational Development Tests; *Montana

ED039455 AC006954
New York State High School Equivalency Testing Program; General Information and Testing Schedule, September 1, 1969-August 31, 1970.
New York State Education Dept., Albany. Bureau of Higher and Professional Educational Testing.
1970 31p.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEOCT70
The New York State High School Equivalency Testing Program is for adult residents of the state who have not completed their high school education in the regular manner. An adult who obtains satisfactory scores on the High School Level tests of General Educational Development (GED) Tests is eligible to receive a New York State high school equivalency diploma. This diploma is the legal equivalent of one issued by a local high school and meets the minimum requirements for entrance into some colleges in New York State. However, since admission requirements vary for individual colleges, applicants should consult admissions officers concerning specific admission requirements. This program in no way replaces the regularly established procedures in the granting of local high school or Regents high school diplomas. GED tests and scores are restricted to the High School Equivalency Testing Program. Local school authorities may not issue diplomas or grant credits on GED scores. (The document includes amendments effective April 1970, official testing centers and schedules, and the application form.) (Author/LY)
Descriptors: Admission Criteria; College Admission; Directories; Educational Certificates; *Equivalency Tests; Fees; Records (Forms); *Secondary Education; *State Programs; *Student Certification; *Testing Programs
Identifiers: General Educational Development Tests; *New York

DIALOG INFORMATION SERVICES, INC

ED038676 CG005222

Project PLAN: The Basic Role of Guidance in Individualizing Education.

Flanagan, John C.

American Institutes for Research in the Behavioral Sciences, Silver Spring, Md.; American Personnel and Guidance Association, Washington, D.C.

24 Mar 1970 13p.; Paper presented at Association for Measurement and Evaluation in Guidance Convention (APGA), New Orleans, Louisiana, March 22-26, 1970

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIESEP70

The inadequacy of the traditional educational program has been clearly shown in the results of Project Talent. To remedy these defects, the Project PLAN Educational system includes six principle components: (1) an extensive informational program describing the opportunities, roles, and activities for which the student might prepare; (2) ability and interest testing and interpretation of these in relation to the available opportunities; (3) a series of units and practical exercises designated to develop the student's skill in decision making; (4) a means to the information and skills gained in the three activities mentioned above to assist the student in formulating his personal goals; (5) a way of helping each student plan an educational program to enable him to achieve these goals; and (6) a system to develop the student's skill in managing the program of development which will enable him to carry out his educational plans and achieve his life goals. Experience with this program in PLAN during the past year suggests that this type of computer-supported individualized education, based on an effective set of guidance procedures, offers much promise in enabling each of our young people to achieve personal fulfillment. (Author/KJ)

Descriptors: *Computer Oriented Programs; Decision Making Skills; *Educational Planning; *Educational Programs; *Guidance Programs; Individual Development; Individualized Instruction; *Individualized Programs; Information Systems; Testing Programs; Test Interpretation

ED035750 VT010147

Vocational-Technical Education: New Horizons; A Symposium Presented at the Meeting of the American Personnel and Guidance Association (Las Vegas, Nevada, April 2, 1969).

Lecznar, W. B.; And Others

2 Apr 1969 77p.

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAY70

This symposium focused on curricular developments and trends, prediction models and inputs from psychological testing, a developmental counseling program within a 2-year technical institute, and their implications for vocational-technical education. Four papers were presented: (1) "Recent Developments and Trends in Vocational-Technical Education and Curriculum," by Edward J. Morrison, (2) "Testing for Vocational-Technical Training Programs," by Lonnie D. Valentine, Jr., (3) "Inputs to Vocational-Technical Education from Occupational Research," by Raymond E. Christal, and (4) "What Can Happen When There Are Enough Counselors: One Approach at a Two-Year Technical Institute," by Francis D. Harding. W. Wesley Tennyson presented a summary statement and integration of the implications for counseling practice and counselor education. (CH)

Descriptors: Career Counseling; *Career Guidance; *Counseling Services; Counselor Role; *Curriculum Development; Educational Trends; Guidance; Occupational Information; *Psychological Testing; *Vocational Education

DIALOG INFORMATION SERVICES, INC.

ED033338 24 AL002134
Curriculum Improvement Program in English Language Skills for Schools of the Trust Territory of the Pacific Islands. Final Report.
Porter, M. Roseamonde
Hawaii Univ., Honolulu. Coll. of Education.
Jun 1969 257p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.
Bureau No.: BR-6-1025
Grant No.: OEG-4-7-01025-2077
EDRS Price - MF01/PC11 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR70

The study reported here was carried on under a Curriculum Research Grant from the U.S. Office of Education to the University of Hawaii from November 1966 to June 1969. The Education Department of the Trust Territory of the Pacific Islands jointly sponsored the English curriculum research and development. Objectives were to evaluate the current status of English (as a second language) instruction and proficiency in aural comprehension, speech, reading, and writing for Micronesian pupils and teachers in the Ponape District in Grades 1-12, and to develop instructional materials and sequential curriculum for an audiolingual approach to language learning, basing curriculum and methodology on an analysis of key English structures and on problems in learning English communication skills in the Ponape District. This document, a detailed report of the study, consists of the following: (1) a summary of the project; (2) background information; (3) a review of recent literature and research related to language learning; (4) a current status study; (5) methods and materials; (6) findings and analysis of pre- and post-testing; and (7) conclusions and recommendations. References, a bibliography, and appendixes containing administrative directives, questionnaires, summaries of reading and TESL seminars, proficiency tests, corpus, and tables conclude the report. (AMM)

Descriptors: Audiolingual Methods; Bibliographies; Bilingual Education; Culture Conflict; *Curriculum Development; Curriculum Guides; *Elementary Education; *English (Second Language); Equivalency Tests; Instructional Materials; *Language Instruction; Malayo Polynesian Languages; Material Development; Questionnaires; School Surveys; *Secondary Education; Second Language Learning; Teacher Education; Teaching Methods; Testing

Identifiers: Micronesia; *Pacific Trust Territory (Ponape); Ponapean

ED032599 CG004593
Pre-School Kindergarten Readiness Inventory.
Green, Margaret E.
American Personnel and Guidance Association, Washington, D.C.
Mar 1969 9p.; Paper presented at the American Personnel and Guidance Association Convention at Las Vegas, Nevada, March 30--April 3, 1969.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEFEB70

The Pre-School Kindergarten Readiness Inventory (PKRI) is a brief diagnostic instrument designed to be administered by the classroom teacher. It can be administered and scored in 10 to 12 minutes. The PKRI was developed to measure abilities and skills that are regarded as necessary for success in school. These include social awareness, motor performance, and letter recognition. The most important goal was to help the teacher to become "tuned in" emotionally with the child. The results may be used to identify children who appear to need: (1) vocabulary development, (2) further diagnostic work, and (3) more work in perceptual activities. The construction of the PKRI involved item analysis based on 1,926 kindergarten pupils. The PKRI was administered for standardization purposes to approximately 2,000 children in May, 1969. More research on the PKRI measure in relation to reading success should be carried out. (Author/KJ)

Descriptors: *Diagnostic Tests; *Kindergarten; *Learning Readiness; Measurement Instruments; Readiness; Reading Readiness Tests; Reading Skills; *Test Construction; Testing; Test Reliability; *Tests; Test Validity

Identifiers: Preschool Kindergarten Readiness Inventory (Green)

DIALOG INFORMATION SERVICES, INC.

ED031750 CG004297

Individual Appraisal and Assessment--Their Essential Principles.

Hummel, Dean L.

Ohio Univ., Athens. Coll. of Education.

2 Jul 1969 6p.; Paper was presented at the 20th Annual General Workshop in Guidance and Student Personnel Services, the University of Michigan, Ann Arbor, Michigan, July 2, 1969.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJAN70

Instruments and methods are considered by many the nuts and bolts of school testing programs, for both individuals and groups. Too often, the individual is lost in the machinery of such a school program, and data collected becomes the end product of appraisal and assessment. Programs of student appraisal procedures should be developed around eight essential principles, including; (1) there is no single best appraisal technique or procedure to be recommended for all programs, and (2) student appraisal procedures involve study of the self in the situation--the individual in his total environment. The total process of appraisal would best be stimulated through a satisfactory initial counseling interview. The whole staff must also become involved in the appraisal program. Thus appraisal services are viewed as an attempt to accummulate and interpret as much information as possible about the student, to provide as much information as possible to the student and to the staff, and to promote better understanding of individual needs. (Author/KJ)

Descriptors: Group Testing; *Guidance Programs; Individual Testing; Program Evaluation; *Student Evaluation; *Testing; *Testing Problems; *Testing Programs

ED030909 CG004002

Can A Machine Admit An Applicant to Continuing Education? Information System for Vocational Decisions. Project Report Number 19.

Tiedeman, David V.

American Personnel and Guidance Association, Washington, D.C.; Harvard Univ., Cambridge, Mass. Graduate School of Education.

Jan 1969 29p.; Paper was presented at the American Personnel and Guidance Association Convention, Las Vegas, Nevada, March 30--April 2, 1969.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Grant No.: OEG-1-6-061819-2240

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEDEC69

An Admissions Machine is defined as a sub-set of procedures in a Career Machine which an applicant and an admissions officer can use collaboratively in an interactive interrogation and report system when the applicant expects fair treatment from the admissions officer and the admissions officer trusts the judgment of the applicant concerning the appropriateness of the institution for him. The specification of an Admissions Machine which has the same purpose for admission to continuing education as does testing but at the same time becomes a new means for those same ends and places new perspective on tests as a means for admission to continuing education. The faults of testing are examined in that perspective. (Author/EK)

Descriptors: Admission (School); Admission Criteria; *College Admission; Competitive Selection; *Computers; *Counseling; Decision Making; Information Processing; *Information Systems; *Testing

ED030062# AC004733

High School Equivalency Diploma Tests; The Complete Study Guide for Scoring High; Secondary Level Tests of General Educational Development.

Turner, David R.

1968 480p.

Available from: ARCO Publishing Company, Inc., 219 Park Avenue South, New York, New York 10003 ($4.00)

Document Not Available from EDRS.

Language: ENGLISH

Journal Announcement: RIENOV69

The preparation manual for the high school equivalency diploma test includes general information about studying and test taking, a predictive practice examination, and tutoring in all areas covered by the examination. The practice examination is constructed to discover weak and strong points in test areas of correctness and effectiveness of expression---grammar, English usage, spelling, and vocabulary; general mathematical ability; and interpretation of reading. Such facts as fees, age minimums, residence, and qualifying scores are reported for all states and territories. Test taking procedure involving emotional, factual, and physical preparation, budgeting of time, and following directions is discussed. Other available study guides are listed. (pt)

Descriptors: English Education; *Equivalency Tests; Grammar; *High Schools; Mathematics; Reading Skills; *Skill Development; Spelling; *Study Guides; Vocabulary Development

ED030060 AC004731

Adult Basic Counseling and Testing Program; Pilot Project Evaluative Report.

Eastern Wyoming Coll., Torrington.

1969 47p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIENOV69

Undertaken by Eastern Wyoming College, this pilot program of adult basic counseling and testing sought to stimulate the enrollment of school dropouts in adult basic education courses, help enrollees discover their vocational interests and capabilities, and aid them in their personal and social adjustment. A full-time counselor took charge of recruiting students, testing them for class placement, counseling them after enrollment, and offering subsequent vocational counseling as well as academic counseling. The General Aptitude Test Battery, five other diagnostic and achievement tests, and a self-image questionnaire proved especially useful as measurement instruments. Student interviews and a definite enrollment increase, with fewer dropouts and a higher percentage of General Educational Development test completions, gave evidence that the project had achieved many of its objectives. (The document includes adult basic education program guidelines, recommendations, test scores, enrollment data, and the questionnaire.) (ly)

Descriptors: Academic Achievement; Achievement Tests; *Adult Basic Education; *Adult Counseling; Aptitude Tests; Career Counseling; Enrollment; Intelligence Tests; *Pilot Projects; *Program Evaluation; Program Proposals; Questionnaires; Reading Improvement; Self Concept; *Testing

Identifiers: General Aptitude Test Battery; General Educational Development Tests; *Wyoming

ED028847 PS001918

Performance of Kindergarten Children From Low Income Families on Selected Concept Categories.

Locatis, Craig; Smith, Frank A.

Southwest Regional Educational Lab., Inglewood, Calif.

15 Mar 1969 7p.; Paper presented at the annual California Educational Research Association meeting, Los Angeles, California, March 14-15, 1969

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIESEP69

Some 180 kindergarten children from low income families were tested midway through the school year on an instructional concepts inventory created by the Southwest Regional Laboratory for Educational Research and Development (SRL). The inventory was designed to measure the basic concepts known by a child. It is specifically geared to test kindergarten pupils for their skill with concepts necessary for successful achievement in the first grade. The inventory draws from a list of 86 concepts grouped into seven categories: color, size, shape, position, amount, time, and equivalence. The inventory, as used in this study, had 36 items involving the seven categories. Each item consisted of a picture illustration of a concept and two distractors. Each child tested was asked to point to the illustration of the concept named by the examiner. The test results showed that, on an average, the subjects knew about 23 of the 36 concepts. The results indicated that kindergarten children from low income families needed instruction in the basic concepts. SRL is developing a program to teach the basic concepts measured by this inventory. (WD)

Descriptors: Classification; *Concept Formation; Conceptual Schemes; *Kindergarten Children; *Low Income Groups; Pictorial Stimuli; *Preschool Tests; *Test Construction

Identifiers: Instructional Concepts Inventory

ED027158# RE001551

Evaluating Reading and Study Skills in the Secondary Classroom. Reading Aids Series.

Viox, Ruth G.

International Reading Association, Newark, Delaware.

1968 56p.

Available from: International Reading Association, 6 Tyre Ave., Newark, Delaware 19711 ($1.75 to members, $2.00 to nonmembers)

Document Not Available from EDRS.

Language: ENGLISH

Journal Announcement: RIEJUL69

Suggestions are made for evaluating reading and study skills in secondary school content subjects. Evaluation procedures include (1) standardized reading tests, (2) teacher-made informal reading tests, (3) inventories of reading and study skills, (4) interest inventories, and (5) teacher observations. Suggestions are made and samples are shown for the development of informal reading tests and inventories in content subjects. Uses of classroom evaluation results are described for lesson planning, student motivation, student understanding, intrafaculty consultation, and teaching techniques for use with students who cannot read the textbook. References are included. (JB)

Descriptors: *Content Area Reading; *Evaluation Methods; Informal Reading Inventories; Reading Diagnosis; Reading Skills; *Reading Tests; *Secondary Education; Standardized Tests; Study Habits; Testing

DIALOG INFORMATION SERVICES, INC.

ED025668 08 VT007635

National Seminar on Vocational Guidance. (Northern Michigan Univ., Marquette, August 21-28, 1968). Final Report.

American Personnel and Guidance Association, Washington, D.C.; American Vocational Association, Washington, D.C.

Sep 1968 20p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C.

Bureau No.: BR-6-2207

Grant No.: OEG-2-6-062207-0727

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAY69

The achievement of more adequate vocational guidance services in the nation's schools through the improvement of state supervisory service, was the major objective of the seminar. In additon to 72 state guidance supervisory staff members from 47 states, seminar participants and leadership personnel included 14 counselor educators, 12 state-level vocational education directors or supervisors, 6 representatives of Federal Government, and 5 representatives of business, industry, and labor. A brief listing of the specific objectives of the seminar includes developing group procedures related to vocational planning, analyzing types of vocational, education, and economic information available, relating testing services to vocational guidance, and determining needs related to the preparation of counselors for the educational and vocational aspects of the guidance program. During the summer of 1967, a followup study of the seminar identified 215 outcomes either attributable specifically to the seminar or receiving impetus from the seminar. This followup study is available as VT 007 634. (CH)

Descriptors: *Career Guidance; *Conference Reports; Counselor Training; Followup Studies; *Guidance Programs; Information Utilization; Program Development; Program Effectiveness; Program Improvement; Questionnaires; *Seminars; State Programs; *State Supervisors; Testing Programs

Identifiers: American Vocational Association; National Seminar on Vocational Guidance

ED023474 40 PS001279

A Comparison of Pre-Kindergarten and Pre-1st Grade Boys and Girls on Measures of School Readiness and Language Development. Interim Report.

Rubin, Rosalyn; Balow, Bruce

Minnesota Univ., Minneapolis. Dept. of Special Education.

29 Aug 1968 19p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.: BR-6-1176

Grant No.: OEG-32-33-0402-6021

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAR69

Although normative figures of the performance of late kindergarten and entering first grade students on standardized readiness measures are usually available in the test manuals, no such data is available for pupils about to enter kindergarten. In order to obtain such data, 638 kindergarten (P-K) children in Minnesota were tested on three instruments: (1) the Metropolitan Readiness Tests (MRT), (2) the Illinois Test of Psycholinguistic Abilities (ITPA), and (3) the Behavior Rating Scale. Some 570 prefirst-grade (P-1) children were also tested, including 300 of the children tested at the P-K level. It was found that P-K girls did significantly better on the MRT than P-K boys, and girls did better than boys at the P-1 level. Compared with norms available for P-1 children, the P-1 boys in this study fell at the thirty-fifth percentile; the girls, at the forty-second. On the ITPA, neither at the P-K level nor at the P-1 level did there exist overall differences in performance on the basis of sex. It appears, therefore, that the kindergarten experience tends to modify initial performance differences on the basis of sex towards uniformity rather than towards greater divergence in favor of the girls. P-K girls rated higher than the boys on all items of the Behavior Rating Scale, but at the P-1 level there was no significant difference. (WD)

Descriptors: Academic Achievement; Behavior Rating Scales; *Kindergarten Children; Language Acquisition; Learning Readiness; Measurement Instruments; *Performance Factors; Performance Tests; *Preschool Children; Preschool Evaluation; *Sex Differences; *Standardized Tests

Identifiers: Illinois Test Of Psycholinguistic Abilities; Metropolitan Readiness Tests

DIALOG INFORMATION SERVICES, INC.

ED023469# PS001274
Six Structure-of-Intellect Hypotheses in Six-Year-Old Children.
Orpet, R.E.; Meyers, C.E.
Journal of Educational Psychology, v57 n6 p341-46 1966
1966 7p.
Sponsoring Agency: National Inst. of Mental Health (DHEW), Bethesda, Md.
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEMAR69
The study of ability factors in young children has passed the stage of demonstrating that separate factors exist, the effort now being devoted to systematic identification of measurable abilities. This study was designed to confirm some of the tentative abilities demonstrated in other studies and to extend the exploration into memory processes and symbolic content. Six abilities were hypothesized. They have been shown to be well established at the adult level but have not been shown to exist in childhood. In an attempt to demonstrate the existence of these six abilities in children, 100 white kindergarten children, age 6, from middle class homes were administered a battery of 20 tests geared to measure the following hypothesized abilities: (1) visual memory for figural units, (2) auditory memory for symbolic units, (3) covergent semantic production, (4) divergent production of semantic units--ideational fluency, (5) evaluation of figural units, and (6) evaluation of symbolic units. The test results supported the existence of abilities (2), (3), (4), and (5). The remaining two ability domains were not definitely demonstrated. (WD)
Descriptors: Ability; Ability Identification; Academic Ability; Cognitive Ability; *Cognitive Processes; Factor Analysis; *Factor Structure; *Hypothesis Testing; Intellectual Development; *Kindergarten Children; Memory; *Models; Student Characteristics; Tests
Identifiers: Guilfords Structure of Intellect

ED023296 24 EM000299
Diagnosis of Pupil Achievement in the Individually Prescribed Instruction Project. Working Paper 15.
Cox, Richard C.; Boston, M. Elizabeth
Pittsburgh Univ., Pa. Learning Research and Development Center.
Nov 1967 41p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
Report No.: WP-15 Bureau No.: BR-5-0253
Contract No.: OEC-3-16-043
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: RIEMAR69
Diagnostic instruments of the Individually Prescribed Instruction (IPI) Program measure pupil achievement in the IPI learning continuum. The IPI system employs the instructional unit to define progress in mathematics, reading and science. At the start of a school year, placement tests are administered to start the pupil in appropriate learning exercises. Unit pretests provide mastery criteria for objectives within a unit of work and help the teacher know what lesson material to prescribe for the pupil. Posttests measure the pupil's mastery of unit concepts after he has completed his assigned tasks. For each instructional unit, there is one pre- and one posttest. Curriculum embedded tests (CET) indicate when a pupil has learned a particular skill within a unit of work. The teacher plans the pupil's learning sequence and monitors his progress with the aid of these four kinds of tests. Examples of the tests and models for their use are included. (TI)
Descriptors: Achievement Rating; *Achievement Tests; *Diagnostic Tests; *Elementary Education; *Individual Instruction; Individualized Instruction; Mathematics Instruction; Performance Tests; Pretesting; Pretests Posttests ; Prognostic Tests; Reading Instruction; Reading Readiness Tests; Science Education; Standardized Tests; Test Construction; *Testing; Test Interpretation; Unit Plan
Identifiers: Project Individually Prescribed Instruction

DIALOG INFORMATION SERVICES, INC.

ED022460# JC680334
The Development of Guidelines for Student Personnel Services in the Two-Year Community College.
Yoder, Marlen Dean
Oregon State Univ., Corvallis.
Jun 1965 142p.
Available from: University Microfilms, Inc., P.O. Box 1346, Ann Arbor, Michigan 48106 (Order No. 66-1057, MF $3.00, Xerography $6.60).
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: RIEFEB69
Designed to identify the functions necessary for an adequate student personnel program in the 2-year community college and to develop guidelines based on the identified functions, a questionnaire was distributed to 100 public junior colleges in Arizona, California, Idaho, Oregon, Utah, and Washington. Responses from the 86 participants were used to structure guidelines which, in turn, were sent to 10 student personnel specialists for critical evaluation. Data from the questionnaires were presented in narrative and tabular form, and were categorized as follows: (1) organization, (2) selecting and admitting new students, (3) orientation for new students, (4) counseling and advisement of students, (5) extracurricular activities, (6) physical and mental health, (7) student discipline, (8) testing program, (9) student records, (10) placement service, (11) followup service, and (12) financial assistance. Two major recommendations growing out of the study were that the devised guidelines be used by experienced practitioners for clarifying and conceptualizing the purposes of student personnel work and that the guidelines be used in institutional self-study rather than in any external appraisal. (DG)
Descriptors: Admission Criteria; Community Colleges; *Counseling Services; Discipline Policy; *Doctoral Dissertations; Educational Finance; Extracurricular Activities; Followup Studies; *Guidance Programs; Questionnaires; Scholarships; School Orientation; *Student Personnel Services; Student Placement; Student Records; Student Welfare; Surveys; Testing Programs; *Two Year Colleges

ED020845 RC002539
ASSESSMENT OF RURAL MEXICAN-AMERICAN PUPILS, PRESCHOOL AND GRADES ONE THROUGH SIX, SAN YSIDRO, CALIFORNIA.
CUMMINS, EMERY J.; PALOMARES, UVALDO H.
California State Dept. of Education, Sacramento.
APR1968 41P.
Report No.: DE7-150-4-68-1M
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT
MEXICAN-AMERICAN STUDENTS FROM 8 GRADE LEVELS WITHIN THE SAN YSIDRO, CALIFORNIA, ELEMENTARY SCHOOL DISTRICT WERE TESTED IN JUNE, 1967, AS PART OF AN EVALUATION OF THE RURAL MEXICAN-AMERICAN STUDENT POPULATION IN CALIFORNIA. ANALYSIS OF TEST RESULTS REVEALED THAT MEXICAN-AMERICAN STUDENTS FELL PROGRESSIVELY BEHIND IN PERCEPTUAL MOTOR DEVELOPMENT--A DEFICIT ATTRIBUTED TO BOTH HOME AND SCHOOL ENVIRONMENTS. LOW SELF-CONCEPT SCORES AND ABOVE-NORMAL SOCIAL MATURITY SCORES MAY HAVE REFLECTED THE DEMANDS OF 2 CULTURES ON THE MEXICAN-AMERICAN STUDENT. ACADEMIC ACHIEVEMENT PROGRESSIVELY DECLINED, POSSIBLY AS A RESULT OF THE DE-EMPHASIZING OF INDIVIDUALIZED INSTRUCTION AND THE ABSTRACTION DEMANDS MADE ON MEXICAN-AMERICAN STUDENTS BY MATERIALS GEARED TO MIDDLE-CLASS NORMS. TABLES SHOW WHICH TESTS WERE GIVEN TO WHICH GRADE LEVELS, AGE-GRADE RELATIONSHIPS, AND RESULTS BY INDIVIDUAL TEST. RELATED DOCUMENTS ARE RC002539 AND RC001775. (JEH)
Descriptors: *Academic Achievement; Bilingual Students; Curriculum Evaluation; Educational Methods; *Elementary Education; English (Second Language); Inservice Teacher Education; Intelligence Tests; Kindergarten Children; Maturity (Individuals); Maturity Tests; Measurement; *Mexican Americans; Perception Tests; Perceptual Motor Learning; Personality Measures; Preschool Children; Preservice Teacher Education; Reading Tests; *Rural Areas; *Testing
Identifiers: Mexican American Education Research Project; San Ysidro Elementary School District CA

ED020081 RE001238
USE OF THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES AS A READINESS MEASURE.
SLOBODZIAN, EVELYN B.
25APR1968 10P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT
THE ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, A TEST DESIGNED FOR CHILDREN AGED 3-9, IS OF VALUE TO THE KINDERGARTEN OR FIRST-GRADE TEACHER IN DIAGNOSING FOR THE PURPOSE OF REMEDIATION, ESPECIALLY IN COMMUNITIES WHERE DISADVANTAGED AREAS EXIST. FROM ITS USE, THE TEACHER CAN DETERMINE BACKGROUND INADEQUACIES, DIFFERENCES BETWEEN THE LEVEL OF A CHILD'S IDEAS AND HIS ABILITY TO EXPRESS THEM, DEVIATIONS IN AUDITORY AND VISUAL ABILITIES, DEGREES OF SELF-CONFIDENCE IN LANGUAGE USAGE, DIFFERENCES IN HEARING AND SPEAKING VOCABULARIES, AND ARTICULATION PROBLEMS. TEST RESULTS ALLOW THE TEACHER TO CREATE PROGRAMS THAT DEVELOP READING READINESS ON THE BASIS OF INDIVIDUAL NEEDS. THIS PAPER WAS PRESENTED AT THE INTERNATIONAL READING ASSOCIATION CONFERENCE (BOSTON, APRIL 24-27, 1968). (BS)
Descriptors: Auditory Tests; *Diagnostic Tests; *Elementary School Students; Individual Development; *Kindergarten Children; Language Ability; Psycholinguistics; Reading Ability; *Reading Readiness; Reading Readiness Tests; Verbal Ability; Vision Tests
Identifiers: Glassboro State College NJ; ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES; NEW JERSEY; New Jersey (Glassboro)

DIALOG INFORMATION SERVICES, INC.

ED020045 RC002470
EDUCATING RURAL YOUTH FOR SUCCESS IN THE WORLD OF WORK.
STUTZ, ROWAN C. ; MERRELL, RUSSELL G.
Western States Small Schools Project, Salt Lake City, Utah.
DEC1967 41P.
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT
THE CAREER SELECTION EDUCATION (CSE) ACTIVITIES OF 14 SCHOOLS IN THE WESTERN STATES SMALL SCHOOLS PROJECT ARE REPORTED. THE OBJECTIVES OF THE PROJECT WERE TO HELP STUDENTS IN RURAL AREAS MAKE REALISTIC CAREER SELECTIONS, DEVELOP AN AWARENESS OF REQUISITE SKILLS AND COMPETENCIES IN A BROAD SPECTRUM OF CAREERS, AND DEVELOP SPECIFIC JOB ENTRY SKILLS. INCLUDED IS A BRIEF DISCUSSION OF THE EFFECT OF RURALITY ON YOUTH, AND THE INADEQUACIES OF RURAL YOUTH AS JOB SEEKERS ON THE LABOR MARKET DUE TO ISOLATION AND LACK OF A COMPREHENSIVE EDUCATIONAL PROGRAM. DESCRIPTIONS OF THE MATERIALS AND CURRICULA USED IN THE SCHOOLS, AND A DEFINITION AND DESCRIPTION OF THE DUTIES OF THE CAREER SELECTION AGENT PLACED IN EACH SCHOOL ARE PROVIDED. METHODS AND PRACTICES USED IN THE ADJUSTMENT OF THE REGULAR SCHOOL PROGRAM, AND IN OBTAINING AND MAKING FULL UTILIZATION OF COMMUNITY RESOURCES ARE ALSO DESCRIBED. THE EVALUATION CONSISTS OF STUDENT COMMENTS AND SEVERAL CASE STUDIES COMPILED BY CAREER SELECTION AGENTS. APPENDICES CONTAIN SAMPLES OF THE PROJECT EVALUATION BATTERY, THE TRAINING AGREEMENT, AND THE STUDENT RATING CHART. (DK)
Descriptors: Career Choice; *Career Counseling; Career Guidance; Career Planning; Community Resources; Comprehensive Programs; Courses; Employer Employee Relationship; Evaluation Methods; Individualized Programs; Industrial Education; Job Training; On the Job Training; *Program Evaluation; *Rural Education; Rural Environment; Rural Urban Differences; Small Schools; Testing Programs; Work Attitudes; *Work Experience Programs
Identifiers: ARIZONA; COLORADO; NEVADA; NEW MEXICO; UTAH

ED020007 24 PS000919
IDENTIFICATION AND EVALUATION OF CHARACTERISTICS OF KINDERGARTEN CHILDREN THAT FORETELL EARLY LEARNING PROBLEMS. SUMMARY REPORT.
REECE, WILLIAM K.
University of Southern California, Los Angeles.
NOV1966 10p.
Report No.: BR-5-8053-SUMM-CRP-S-353
Contract No.: OEC-5-10-443
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Journal Announcement: CUMREPT
THIS DOCUMENT CONSISTS OF THE SUMMARY REPORT CONTAINED IN "IDENTIFICATION AND EVALUATION OF CHARACTERISTICS OF KINDERGARTEN CHILDREN THAT FORETELL EARLY LEARNING PROBLEMS." SEE ABSTRACT UNDER PS 000 918. (JS)
Descriptors: Academic Achievement; Achievement Tests; Child Development; *Comparative Testing; Diagnostic Tests; *Evaluation Methods; *Identification; Individual Characteristics; *Kindergarten Children; *Learning Problems; Learning Processes; Perceptual Development; Psychomotor Skills; Sensory Experience; Sensory Training
Identifiers: California (Los Angeles); Metropolitan Readiness Tests; Pintner Cunningham Primary Test

DIALOG INFORMATION SERVICES, INC.

ED020006 24 PS000918
IDENTIFICATION AND EVALUATION OF CHARACTERISTICS OF KINDERGARTEN CHILDREN THAT FORETELL EARLY LEARNING PROBLEMS. FINAL REPORT.
REECE, WILLIAM K.
University of Southern California, Los Angeles.
NOV1966 253P.
Report No.: BR-5-8053-CRP-S-353
Contract No.: OEC-5-10-443
EDRS Price - MF01/PC11 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT
TO EVALUATE THE EFFECTIVENESS OF A KINDERGARTEN PROGRAM OF SPECIFIC TRAINING RELATED TO MOTOR, SENSORY, AND PERCEPTUAL (M-S-P) PERFORMANCE, AN INSTRUMENT WAS DEVISED TO MEASURE THE M-S-P NEEDS AND STRENGTHS OF INDIVIDUAL PUPILS. RESEARCH WAS CONDUCTED TO TEST THE DIAGNOSTIC AND PREDICTIVE POTENTIALS OF THE M-S-P INSTRUMENT AND TO ASCERTAIN THE DEGREE OF INDEPENDENCE AND SPECIFICITY AMONG ITS VARIOUS DIMENSIONS. THE M-S-P TEST, THE METROPOLITAN READINESS TEST, THE PINTNER-CUNNINGHAM ABILITY TEST, AND A 52-ITEM TEACHER RATING SCALE WERE ADMINISTERED IN PRE- AND POSTTESTING TO 412 STUDENTS IN SEVEN EXPERIMENTAL AND SEVEN CONTROL CLASSES. SPECIFIC TRAINING IN MOTOR, KINESTHETIC, TACTILE, AUDITORY, VISUAL, AND GRAPHIC ACTIVITIES WAS PROVIDED FOR THE EXPERIMENTAL CHILDREN DURING A 24-WEEK PERIOD BETWEEN PRE- AND POSTTESTING. ANALYSIS OF PRE- AND POSTTEST DATA DEMONSTRATED THE LIMITED EFFECTIVENESS OF THE EXPERIMENTAL TRAINING PROGRAM. THE VARIOUS DIMENSIONS OF THE M-S-P TEST EXHIBITED ONLY PARTIAL SPECIFICITY AND THE PREDICTION OF YEARLY PROGRESS IN INDIVIDUAL M-S-P PERFORMANCE WAS NOT FOUND TO BE FEASIBLE WITH THE PRETRAINING MEASURES EMPLOYED IN THIS STUDY. THE M-S-P TEST WAS, HOWEVER, DEMONSTRATED TO BE A USEFUL INSTRUMENT FOR THE IDENTIFICATION OF PUPILS EXHIBITING DISABILITIES AND/OR DEVELOPMENTAL DELAYS INDICATIVE OF A LACK OF READINESS FOR ACADEMIC ACHIEVEMENT. STATISTICAL DATA ARE REPORTED IN 16 TABLES. THREE APPENDIXES CONTAIN INSTRUCTIONS FOR THE ADMINISTRATION OF THE M-S-P TEST, DESCRIPTIONS OF SPECIFIC TRAINING ACTIVITIES, AND THE FORM EMPLOYED IN TEACHER EVALUATION OF THE SUBJECTS. (JS)
Descriptors: Academic Achievement; Achievement Tests; Child Development; *Comparative Testing; Diagnostic Tests; *Evaluation Methods; *Identification; Individual Characteristics; *Kindergarten Children; *Learning Problems; Learning Processes; Perceptual Development; Psychomotor Skills; Sensory Experience; Sensory Training
Identifiers: California (Los Angeles); Metropolitan Readiness Tests; Pintner Cunningham Primary Test

ED019712 24 CG002089
SOCIAL-CLASS, RACE, SEX AND SERIATING--A STUDY OF THEIR RELATIONSHIP AT THE KINDERGARTEN LEVEL. FINAL REPORT.
SCOTT, RALPH ; AND OTHERS
State Coll. of Iowa, Cedar Falls.
20APR1967 19P.
Report No.: BR-6-8526
Grant No.: OEG-3-7-068526-2086
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT
THIS EXPERIMENT WAS CONCERNED WITH ASSESSING THE RELATIONSHIPS BETWEEN SKILL IN SERIATING AND VARIOUS MEASURES YIELDED BY THE METROPOLITAN READING READINESS TEST (RRT). ANOTHER OBJECTIVE WAS TO EVALUATE THE EXTENT TO WHICH SKILL IN SERIATING IS ASSOCIATED WITH SOCIAL CLASS, SEX, AND RACE. THE AUTHORS CONSTRUCTED A SERIATION TEST WITH AN ESTIMATED MENTAL AGE RANGE OF THREE AND ONE-HALF TO SEVEN YEARS, AND ADMINISTERED IT TO KINDERGARTENERS. RESULTS INDICATED THAT--(1) SERIATION SCORES ARE STABLE, (2) SERIATION SCORES DO NOT CORRELATE MORE HIGHLY WITH MRRT (NUMBER READINESS) THAN WITH MRRT (READING READINESS), AND (3) SERIATION SCORES OF WHITES ARE HIGHER THAN THOSE OF THE NEGROES. NO SIGNIFICANT SOCIAL-CLASS DIFFERENCES WERE FOUND. SKILL IN SERIATING WAS NOT NECESSARILY ASSOCIATED WITH SEX. IT IS SUGGESTED THAT SIGNIFICANT EDUCATIONAL PROBLEMS EXIST WHEN CHILDREN ENTER KINDERGARTEN, AND THREE IMPORTANT FOLLOW-UP STEPS ARE SUGGESTED. (PH)
Descriptors: Black Students; *Kindergarten Children; Learning Readiness; *Perceptual Development; Race; *Reading Readiness Tests; *Serial Ordering; Sex Differences; *Social Class
Identifiers: MINNESOTA READING READINESS TEST

ED019609# AC002459
HIGH SCHOOL CERTIFICATION THROUGH THE G.E.D. TESTS.
FARLEY, EUGENE J. ; AND OTHERS
1967 1p.
Document Not Available from EDRS.
Language: ENGLISH
Journal Announcement: CUMREPT
THE FIRST FEW CHAPTERS OF THIS GUIDE TO HIGH SCHOOL CERTIFICATION THROUGH THE GENERAL EDUCATIONAL DEVELOPMENT (GED) TESTS EXPLAIN THE NATURE OF AN EQUIVALENCY CERTIFICATE AND THE STEPS NEEDED TO OBTAIN IT, HOW TO PERFORM EFFECTIVELY ON THE FIVE GED TESTS, HOW TO STUDY, AND HOW TO USE THE GUIDE ITSELF. OTHER CHAPTERS OUTLINE STRATEGIES AND PRESENT EXAMPLES DESIGNED TO IMPROVE SKILLS IN READING AND INTERPRETATION, MASTERY OF MATERIALS IN THE SOCIAL SCIENCES, NATURAL SCIENCES, AND LITERATURE, CORRECTNESS AND EFFECTIVENESS OF EXPRESSION, AND GENERAL MATHEMATICAL ABILITY. THE DOCUMENT INCLUDES ADDRESSES FOR SOURCES OF FURTHER INFORMATION. IT IS AVAILABLE FROM HOLT, RINEHART, AND WINSTON, INC., 383 MADISON AVENUE, NEW YORK 10017, N.Y. 255 PAGES. (LY)
Descriptors: *Adult Education; *Equivalency Tests; *Guides; Language Arts; Mathematics; Natural Sciences; Reading Skills; *Secondary Education; Social Studies; *Student Certification

DIALOG INFORMATION SERVICES, INC.

ED019547 AC000908

ANNUAL STATISTICAL REPORT FOR CALENDAR YEAR 1965 OF THE GED TESTING SERVICE, AMERICAN COUNCIL ON EDUCATION.

American Council on Education, Washington, D.C.
1965 6P.
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT

HIGH SCHOOL LEVEL GENERAL EDUCATIONAL DEVELOPMENT (GED) TESTING ACTIVITIES FOR 1965 ARE TABULATED BY STATES AND TERRITORIES TO PROVIDE INFORMATION ON THE NUMBER OF CENTERS IN OPERATION, TOTAL NUMBER TESTED, CLASSIFICATION OF EXAMINEES (VETERANS, NONVETERANS, NONCLASSIFIED), FORMS OF GED TESTS ADMINISTERED, AND DATA FOR ALL EXAMINEES (AGE, YEARS OF SCHOOLING, PERCENT PLANNING FURTHER STUDY, PERCENT FAILING TO MEET STATE STANDARDS, AND NUMBER RETESTED). DATA FOR EXAMINEES IN FEDERAL CORRECTIONAL AND HEALTH INSTITUTIONS, VETERANS ADMINISTRATION HOSPITALS, AND THE VISUALLY HANDICAPPED ARE ALSO PROVIDED. A SEPARATE TABLE GIVES COMPARATIVE DATA ON HIGH SCHOOL LEVEL GED TESTING AT OFFICIAL GED CENTERS BY YEAR, 1949-1965. (AJ)

Descriptors: *Adults; *Equivalency Tests; *Individual Characteristics; *Secondary Education; *Statistical Data

ED018335 RE001172

DEVELOPMENT AND REFINEMENT OF A TEST OF CRITICAL READING ABILITY OF ELEMENTARY SCHOOL CHILDREN.

ELLINGER, BERNICE D. ; AND OTHERS
Ohio State Univ., Columbus. School of Education.
FEB1967 31P.
Report No.: OSU-OP-67-102
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT

THE OHIO STATE UNIVERSITY DEVELOPED A CRITICAL READING TEST AS PART OF THE 3-YEAR USOE PROJECT 2612 CONDUCTED TO DETERMINE WHETHER CRITICAL READING COULD BE TAUGHT TO ELEMENTARY SCHOOL CHILDREN. THE TEST AIMS TO MEASURE THE ANALYTIC AND EVALUATIVE ABILITIES OF CHILDREN IN REACTING CRITICALLY TO MATERIALS READ. CRITICAL READING SKILLS WERE IDENTIFIED, LISTED, AND VALIDATED BY 14 READING EXPERTS ACROSS THE COUNTRY. REVISED ACCORDINGLY, THE LIST WAS PRESENTED IN CLASSROOMS WHERE ADDITIONAL CRITICAL READING SKILLS WERE OBSERVED. TRIAL FORMS DEVELOPED WERE GIVEN TO A NATIONAL SAMPLE. ITEM ANALYSIS OF THE RESULTS YIELDED ITEMS FOR THE THREE FINAL FORMS OF THE TEST. A DIFFERENT SET OF NATIONAL SAMPLES WAS USED FOR NORMING THE FINAL FORMS WHICH WERE AGAIN SUBJECTED TO ITEM ANALYSIS. RESULTS ARE PRESENTED IN SEVERAL TABLES. FACTORIAL ANALYSIS WAS STILL UNDERWAY AT THE TIME OF THIS REPORT, SO RESULTS ARE NOT REPORTED HERE. SAMPLE ITEMS OF THE THREE FORMS ARE GIVEN. THE TEST WILL BE AVAILABLE FOR USE AS A DIAGNOSTIC OR ACHIEVEMENT INSTRUMENT BY JUNE, 1967. (NS)

Descriptors: Achievement Tests; *Critical Reading; Diagnostic Tests; *Elementary Education; Reading Achievement; Reading Comprehension; Reading Skills; *Reading Tests; *Test Construction

ED017316 PS000200

EVALUATION OF CHANGES OCCURRING IN CHILDREN WHO PARTICIPATED IN PROJECT HEAD START.

MORRIS, BERNIECE E. ; MORRIS, GEORGE L.
Kearney State Coll., Nebr.
SEP1966 123P.
Report No.: OEO-1279
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Journal Announcement: CUMREPT

THE ENVIRONMENT OF CHILDREN FROM LOW SOCIO-ECONOMIC LEVELS MILITATES STRONGLY AGAINST THEIR SUCCESS IN SCHOOL. TO HELP THWART OR REVERSE THE DEFICIENCES OF DISADVANTAGED YOUTH, THE PRESCHOOL ENRICHMENT PROGRAM WAS CREATED. THIS DOCUMENT IS AN EVALUATION OF A 1965 SUMMER HEADSTART PROGRAM FOR 4- AND 5-YEAR-OLDS IN KEARNEY, NEBRASKA. TESTS WERE ADMINISTERED TO HEADSTART CHILDREN AT THE BEGINNING OF THAT PROGRAM AND AGAIN NEAR THE END OF KINDERGARTEN. THE RESULTS WERE COMPARED WITH TEST SCORES OF A MATCHED GROUP OF NON-HEADSTART CHILDREN TESTED AT THE BEGINNING AND END OF KINDERGARTEN. THE PRIMARY PURPOSE OF THIS COMPARISON WAS TO SEE IF THE ENRICHMENT PROGRAM PLUS KINDERGARTEN RESULTED IN GREATER ACHIEVEMENT THAN KINDERGARTEN, ALONE, WOULD HAVE PRODUCED. THE GENERAL CONCLUSION FROM THE RESULTS OF THE TESTS OF (1) INTELLECTUAL ABILITY, (2) VISUAL-MOTOR PERCEPTION, (3) ACHIEVEMENT, AND (4) SOCIAL GROWTH AND ADJUSTMENT WAS THAT THE FORMER COMBINATION PRODUCED GREATER GAINS. STATISTICALLY SIGNIFICANT DIFFERENCES IN FAVOR OF THE EXPERIMENTAL GROUP WERE ACTUALLY OBTAINED ONLY WITH RESPECT TO THE TEST OF INTELLECTUAL ABILITY, BUT FAVORABLE TRENDS WERE OBSERVED GENERALLY. A SECONDARY PURPOSE OF THIS STUDY WAS TO INVESTIGATE THE EFFECT ON DISADVANTAGED CHILDREN'S RESPONSES OF USING LOW FIDELITY STIMULI OR HIGH FIDELITY STIMULI IN VARIOUS PERCEPTUAL-MOTOR EXERCISES. THE RESULTS WERE INCONCLUSIVE. THE DOCUMENT ALSO INCLUDES A BREIF REVIEW OF THE LITERATURE ON ACHIEVEMENT BY THE CULTURALLY DEPRIVED, AND SEVERAL CASE STUDIES OF CHILDREN WHO PARTICIPATED IN THE HEADSTART PROGRAM. (WD)

Descriptors: *Achievement Gains; Case Studies; Comparative Analysis; *Disadvantaged; Enrichment Activities; *Intelligence Differences; *Kindergarten Children; Matched Groups; Measurement Instruments; Program Evaluation; Social Adjustment ; *Testing; Visual Perception

Identifiers: Frostig Developmental Test of Visual Perception ; Hiskey Nebraska Test of Learning Aptitude; Metropolitan Readiness Tests; NEBRASKA; PROJECT HEAD START; Stanford Binet Intelligence Scale

DIALOG INFORMATION SERVICES, INC.

ED017218 FL000735

A CASE FOR TRANSLATION.

THORNTON-SMITH, C.B.

Australian Federation of Modern Language Teachers Associations, Melbourne.

OCT1967 5P.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: CUMREPT

MOST OF THE CRITICISMS OF TRANSLATION IN SECONDARY SCHOOL LANGUAGE COURSES FOCUS ON THE SUPPOSEDLY DIFFICULT PROBLEMS OF SELECTING, USING, AND GRADING TRANSLATION TESTS AS OPPOSED TO THE OBJECTIVE TESTS GENERALLY USED BY ADVOCATES OF AUDIOLINGUALISM. BUT MOST OF THESE CRITICISMS FAIL TO RECOGNIZE THAT THE PROCESS OF LEARNING A FOREIGN LANGUAGE TAKES PLACE LARGELY THROUGH ENGLISH AT THE MENTAL LEVEL, AND, BECAUSE ONE LANGUAGE IS USUALLY DOMINANT IN THE MIND OVER ANOTHER, THOUGHT AND MEANING TRANSFERRENCE, I.E., TRANSLATION, IS INEVITABLE. ALSO, THE CHARGE OF SUBJECTIVITY CAN BE DISMISSED IF TEACHERS WILL CHOOSE AND ASSESS PASSAGES FOR TRANSLATION CAREFULLY, DETERMINE A SCALE OF MARKS AND AN INDEX OF DIFFICULTY FOR DIFFERENT STAGES IN THE COURSE, AND GRADE THE PASSAGES BY A RATIONAL MARKING SCHEME AND A SET OF RULINGS ON VARIANTS. TRANSLATIONS, MOREOVER, CAN TEST BOTH GENERAL AND SPECIFIC VOCABULARY AND GRAMMAR ITEMS PERHAPS MORE EFFICIENTLY THAN DO OBJECTIVE TESTS BECAUSE THE LATTER CONTAIN BUILT IN CLUES AND THE POSSIBILITY OF OBTAINING GOOD SCORES BY RANDOM GUESSING. FINALLY, TRANSLATION IS A VERY EFFECTIVE METHOD OF TEACHING STUDENTS, EVEN IN THE LOWER GRADES, HOW TO SYNTHESIZE WHAT THEY LEARN, AND OF HELPING THEM TO DISCERN ACCURACY, STYLE, QUESTIONS AND SHADES OF MEANING, GRAMMAR, AND CRITICAL ANALYSIS. THIS ARTICLE APPEARED IN "BABEL," VOLUME 3, NUMBER 3, OCTOBER 1967, PAGES 7-11. (RW)

Descriptors: Grading; Language Instruction; *Language Tests; Objective Tests; *Secondary Education; Second Language Learning; Teaching Methods; *Test Construction; Testing; Testing Problems; *Test Validity; *Translation

ED016877 24 AA000289

A COMPREHENSIVE PROGRAM IN ENGLISH FOR THE 7TH, 8TH AND 9TH GRADE --LITERATURE, LANGUAGE, COMPOSITION, FOR HONORS STUDENTS AND AVERAGE STUDENTS. PART 2, CONSTRUCTING ACHIEVEMENT TESTS DURING A SUMMER WORKSHOP FOR PARTIAL EVALUATION OF A PROJECT ENGLISH DEMON. CTR.

HILLOCKS, GEORGE, JR. ; KEARNEY, PATRICIA A.

Western Reserve Univ., Cleveland, Ohio

MAR1968 160P.

Report No.: BR-5-0518 -CRP-D-067

Contract No.: OEC-3-10-138

EDRS Price - MF01/PC07 Plus Postage.

Language: ENGLISH

Journal Announcement: CUMREPT

THIS FINAL REPORT OF THE EUCLID ENGLISH DEMONSTRATION CENTER DESCRIBES THE CREATION OF A JUNIOR HIGH SCHOOL ENGLISH PROGRAM IN LITERATURE, LANGUAGE, AND COMPOSITION. PART 1 OF THE REPORT DISCUSSES (1) THE PRODUCTION AND DEMONSTRATION OF 31 THEMATICALLY-DEVELOPED TEACHING UNITS, (2) A SERIES OF SHORT, CONCEPT-CENTERED CONFERENCES TO EDUCATE TEACHERS INTERESTED IN OR USING THE CURRICULUM MATERIALS, (3) THE DISSEMINATION OF IN-SERVICE TRAINING MATERIALS IN REMEDIAL INSTRUCTION AND LINGUISTICS, (4) EXTENSION WORK WITH STUDENTS IN ENGLISH METHODS CLASSES, (5) THE TESTING OF THREE GROUPS OF NINTH-GRADE STUDENTS TO DETERMINE THEIR ABILITY TO TRANSFER SKILLS USED IN LITERARY INVESTIGATION, AND (6) THE EVALUATION OF THE CURRICULUM AND OF DEMONSTRATION CENTER ACTIVITIES. PART 2 DISCUSSES THE CONSTRUCTION OF STANDARDIZED ENGLISH-SKILLS ACHIEVEMENT TESTS TO BE ADMINISTERED TO EXPERIMENTAL AND CONTROL GROUPS OF STUDENTS. APPENDICES CONTAIN AN INTRODUCTION TO THE CURRICULUM FOR HONORS, AVERAGE, AND REMEDIAL STUDENTS, THREE SAMPLE UNITS FROM THE CURRICULUM, TEST ITEM STATISTICS, AND TABLES ANALYZING THE VARIANCE OF SKILLS IN TEST SCORES. (SEE TE 000 293-TE 000 300 FOR OTHER EUCLID MATERIALS.) (JB)

Descriptors: *Achievement Tests; Conferences; *Curriculum Development; Curriculum Study Centers; Demonstration Centers; *English Instruction; Grouping (Instructional Purposes); *Junior High Schools; Language; Literature; Secondary Education; Teacher Developed Materials; Teacher Education; Teacher Workshops; Testing Problems; Writing (Composition)

Identifiers: Euclid English Demonstration Center OH; PROJECT ENGLISH

DIALOG INFORMATION SERVICES, INC.

ED015130# 24 SE003725

INTERNATIONAL STUDY OF ACHIEVEMENT IN MATHEMATICS, A COMPARISON OF TWELVE COUNTRIES, VOLUME II.

HUSEN, TORSTEN ; AND OTHERS

International Project for the Evaluation of Educational Achievement, Hamburg (West Germany).

1967 1p.

Report No.: BR-5-0676-VOL-2

Document Not Available from EDRS.

Language: ENGLISH

Journal Announcement: CUMREPT

THIS REPORT BY AN INTERNATIONAL RESEARCH ORGANIZATION SUMMARIZES AN ASSESSMENT OF MATHEMATICAL ACHIEVEMENT IN TWELVE COUNTRIES. THE STUDY WAS DESIGNED TO TEST HYPOTHESES WITHIN THE FRAMEWORK OF COMPARATIVE EDUCATION. MANY OF THE PROBLEMS AND LIMITATIONS OF THE STUDY ARE EXPLAINED, AND INTERPRETATIONS AND GENERALIZATIONS ARE TEMPERED WITH CAUTION. IN THE SECTION ON FURTHER RESEARCH, PLANS FOR THE NEXT PHASE OF THE INTERNATIONAL PROJECT FOR THE EVALUATION OF EDUCATIONAL ACHIEVEMENT (IEA) ARE DISCUSSED IN THE LIGHT OF INSIGHTS GAINED IN THE MATHEMATICS PHASE. CHAPTERS OF THE REPORT DEAL WITH (1) MATHEMATICS TESTS AND ATTITUDE INVENTORY SCORES, (2) CORRELATIONS BETWEEN COUNTRIES, (3) THE RELATION OF SCHOOL ORGANIZATION TO ATTAINMENT IN MATHEMATICS, (4) PROBLEMS RELATED TO THE CURRICULUM AND INSTRUCTIONAL METHODS, (5) THE SOCIAL FACTORS IN EDUCATION, (6) REGRESSION ANALYSIS, AND (7) A SUMMARY OF MAJOR FINDINGS. IN ADDITION TO THE OTHER DATA, THE APPENDIXES CONTAIN THE MATHEMATICS TEST AND STATISTICS FOR EACH ITEM. PARTICIPATING COUNTRIES INCLUDE (1) AUSTRALIA, (2) BELGIUM, (3) ENGLAND, (4) FEDERAL REPUBLIC OF GERMANY, (5) FINLAND, (6) FRANCE, (7) ISRAEL, (8) JAPAN, (9) NETHERLANDS, (10) SCOTLAND, (11) SWEDEN, AND (12) UNITED STATES OF AMERICA. THIS DOCUMENT IS AVAILABLE FROM JOHN WILEY AND SONS, 605 THIRD AVENUE, NEW YORK, NEW YORK 10016. (DH)

Descriptors: *Academic Achievement; Attitudes; Bibliographies; *Comparative Education; Comparative Testing; Cultural Differences; Culture; Curriculum; Educational Objectives; Educational Philosophy; *Evaluation; Instruction; International Organizations; *Mathematics Education; School Organization; *Secondary Education; *Statistical Data; Student Characteristics; *Testing

Identifiers: AUSTRALIA; BELGIUM; ENGLAND; West Germany

ED014343 RC001897

MINIMUM STANDARDS FOR APPROVAL OF GUIDANCE PROGRAMS IN SMALL HIGH SCHOOLS.

New Mexico State Dept. of Education, Santa Fe.

JUL1967 1P.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: CUMREPT

A SMALL HIGH SCHOOL IS DEFINED AS ONE WITH AN ENROLLMENT OF 150 STUDENTS OR LESS IN GRADES 7-12 OR IN GRADES 9-12. THE MINIMUM GUIDANCE PROGRAM STANDARDS FOR SMALL HIGH SCHOOLS, AS PRESCRIBED BY THE NEW MEXICO DEPARTMENT OF EDUCATION, INCLUDE THE FOLLOWING REQUIREMENTS--(1) ONE PERSON WITH A MINIMUM OF SIX SEMESTER HOURS IN GUIDANCE MUST BE RESPONSIBLE FOR THE COORDINATION OF A PROGRAM OF GUIDANCE SERVICES AND GIVEN TIME TO FUNCTION EFFECTIVELY AND (2) PROVISION MUST BE MADE FOR THE THREE BASIC GUIDANCE SERVICES WHICH ARE--DEVELOPING AN INDIVIDUAL INVENTORY FOR EACH STUDENT, THE DISSEMINATION OF VOCATIONAL, SOCIAL, AND COLLEGE INFORMATION, AND THE PROVISION OF A TESTING PROGRAM. (ES)

Descriptors: Certification; Counselors; Guidance; *Guidance Programs; High Schools; *Small Schools; Standards; Student Records; *Testing Programs

ED014330 PS000230

AN ASSESSMENT AND COMPARISON OF SELECTED CHARACTERISTICS AMONG CULTURALLY DISADVANTAGED HEADSTART CHILDREN (SUMMER PROGRAM 1965), CULTURALLY DISADVANTAGED NON-HEADSTART CHILDREN, AND NON-CULTURALLY DISADVANTAGED CHILDREN. (TITLE SUPPLIED).

HODES, MARION R.

Glassboro State Coll., N.J.

AUG1966 55P.

Report No.: OEO-1374

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: CUMREPT

THIS STUDY IS AN ATTEMPT TO DETERMINE AND COMPARE THE STATUS AND DEGREE OF CHANGE IN SELECTED EDUCATIONAL CHARACTERISTICS AMONG THREE GROUPS OF CHILDREN WHO ENTERED CAMDEN, NEW JERSEY KINDERGARTEN IN SEPTEMBER 1965. THERE WERE 300 CHILDREN DIVIDED INTO THREE MAJOR GROUPS (1) 102 CHILDREN WHO PARTICIPATED IN THE SUMMER HEAD START PROGRAM, (2) 100 CHILDREN WHO DID NOT PARTICIPATE IN THE HEAD START PROGRAM AND WERE CULTURALLY DISADVANTAGED, AND (3) 98 CHILDREN WHO WERE NON-CULTURALLY DISADVANTAGED. THE AUTHOR CONCLUDES THAT PARTICIPATION IN HEAD START IS RELATED TO IMPROVEMENT IN CONCEPTUAL MATURITY, BUT NOT TO THE DEGREE THAT THE EFFECTS OF POVERTY ARE OVERCOME. TAKING THE RESULTS OF THE TESTS GIVEN THE CHILDREN IN NOVEMBER AND MAY OF THEIR KINDERGARTEN YEAR INTO CONSIDERATION, THE AUTHOR SUGGESTS THAT IT MIGHT BE CONSIDERED JUSTIFIABLE TO GROUP HEAD START CHILDREN INTO SEPARATE KINDERGARTEN CLASSES IN WHICH IT IS POSSIBLE TO TAKE FULLEST ADVANTAGE OF POSSIBLE LEARNING GAINS. (COD)

Descriptors: *Advantaged; *Diagnostic Tests; *Disadvantaged; *Educational Status Comparison; Equal Education; Individual Characteristics; *Kindergarten Children; Preschool Learning; Pretesting; Pretests Posttests

Identifiers: Delaware County Readiness Test; Full Range Picture Vocabulary Test (Ammons); NEW JERSEY; New Jersey (Camden); PROJECT HEADSTART; Templin Darley Tests of Articulation; Wepman Auditory Discrimination Test

EDO13470 CG000927

THE PREDICTION OF CREATIVITY AND ACADEMIC ACHIEVEMENT FROM A CONCRETE PERCEPTUAL-COGNITIVE TASK.

SAFFORD, PHILIP L.

Michigan Univ., Ann Arbor. Midwest Research Center.

1967 15P.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: CUMREPT

THE RELATIVE EFFECTIVENESS OF TASK SCORES VERSUS IQ AS PREDICTORS OF ACADEMIC ACHIEVEMENT WAS INVESTIGATED, AND THE CORRELATIONS BETWEEN TASK SCORES AND IQ RE-EXAMINED. SUBJECTS WERE 99 UPPER-MIDDLE CLASS ELEMENTARY SCHOOL CHILDREN WITH A MEAN STANFORD-BINET IQ OF 126 (SD EQUALS 19). THE INSTRUMENTS USED WERE DUNN'S OBJECT SORTING TASK (OST), STANFORD BINET IQ SCORES, WECHSLER INTELLIGENCE SCALE FOR CHILDREN (WISC) VOCABULARY TEST, THE CALIFORNIA ACHIEVEMENT TEST BATTERY (CATB), THE TORRANCE TESTS, AND, FOR YOUNGER CHILDREN, THE USES FOR THINGS TEST. CORRELATION AND MULTIPLE REGRESSION ANALYSES WERE CONDUCTED. IT WAS EXPECTED THAT/ (1) SORTING FLUENCY, SPEED AND QUALITY OF THE VERBAL EXPLANATION OF CLASSIFICATORY CONCEPTS WOULD PREDICT ACADEMIC ACHIEVEMENT, (2) THE NUMBER OF POSITIVE SORTS AND MEAN VERBALIZATION SCORES WOULD CORRELATE WITH IQ, AND (3) OST FLUENCY, FLEXIBILITY, AND ORIGINALITY WOULD CORRELATE WITH THEIR RESPECTIVE TORRANCE SCORES. ALL THREE HYPOTHESES WERE SUPPORTED. THE RESULTS INDICATE THE OST MAY BE USEFUL IN DETECTING DIFFERENCES IN APPARENTLY HOMOGENEOUS IQ GROUPS. A STRONG PREDICTIVE RELATIONSHIP BETWEEN PERFORMANCE ON THE OST AND ACHIEVEMENT IN FORMAL SUBJECT AREAS WAS ALSO FOUND. THIS DOCUMENT APPEARED AS STUDY 3 IN SCHOOL ANXIETY AND COGNITIVE FUNCTIONING/ EXPLORATORY STUDIES, REPORT 4, IRCOPPS MIDWEST RESEARCH CENTER FOR PUPIL PERSONNEL SERVICES, ANN ARBOR, MICH., PP. 122-130. (PS)

Descriptors: Academic Achievement; *Cognitive Tests; *Creativity; *Elementary Education; Intelligence Quotient; Intelligence Tests; *Predictive Measurement; Research Projects ; Statistical Analysis; Test Reliability; *Test Validity

Identifiers: California Achievement Tests; Dunn Object Sorting Task; Pearson Product Moment Correlation; Stanford Binet Intelligence Scale; Torrance Tests of Creative Thinking; USES FOR THINGS TEST; WECHSLER INTELLIGENCE SCALE FOR CHILDREN

EDO11123 CG000045

PILOT PROJECT IN ELEMENTARY SCHOOL GUIDANCE, 1965-66.

JOHNSON, ADNA ; AND OTHERS

Chatham County School District, Savannah, Ga.

1966 115P.

EDRS Price - MF01/PC05 Plus Postage.

Language: ENGLISH

Journal Announcement: DH6667

A COMPLETE REVIEW OF AN ELEMENTARY SCHOOL GUIDANCE PILOT PROJECT IN SAVANNAH, GEORGIA, WAS PRESENTED. TWO CITY ELEMENTARY SCHOOLS IN INTEGRATED, DISADVANTAGED AREAS WERE SELECTED. PREPLANNING OF THE DUTIES OF THE GUIDANCE COUNSELOR, GOALS OF THE PILOT PROGRAMS, AND EDUCATION OF TEACHERS AND COMMUNITY WERE COMPLETED. GUIDELINES ON ANECDOTAL RECORD KEEPING, THE GROWTH AND DEVELOPMENT LEVELS OF PUPILS, AND TEACHER-COUNSELOR ROLES WERE GIVEN. INSERVICE MEETINGS FOR TEACHERS WHICH WERE HELD TWICE A MONTH WERE DESCRIBED AND EVALUATED. ONE SECTION OF THE REPORT PRESENTS A TAPE OF INDIVIDUAL COUNSELING WITH A SIXTH GRADE BOY, AN ACCOUNT OF ANOTHER INTERVIEW, AND A DESCRIPTION OF THE GROUP COUNSELING HELD WITH STUDENTS AT VARIOUS GRADE LEVELS. EXAMPLES OF THE MEANS BY WHICH THE ELEMENTARY COUNSELOR'S ROLE AND GUIDANCE VIEWPOINT WERE CONVEYED TO LOCAL COMMUNITY GROUPS AND OTHER SCHOOL PERSONNEL WERE GIVEN. ONE STUDY WHICH WAS UNDERTAKEN DURING THE YEAR WAS ON READING TESTS WITH FIRST GRADERS. PRELIMINARY RESULTS SHOWED THE METROPOLITAN READING TESTS TO BE AN UNRELIABLE INSTRUMENT FOR USE WITH DISADVANTAGED CHILDREN. PLANS WERE MADE FOR FURTHER STUDY. THE REVIEW CONTAINED A THOROUGH EVALUATION OF EACH ASPECT OF THE PILOT PROGRAM AND THE PLANS FOR FUTURE MODIFICATIONS. (NS)

Descriptors: Community Education; *Elementary Education; Group Counseling; *Inservice Teacher Education; Parent Conferences; *Pilot Projects; *Program Development; *Program Evaluation; Reading Tests; *School Guidance; Student Characteristics; Testing Programs

Identifiers: Georgia (Savannah), Romana Riley Elementary School GA

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ED010907 EA000121

AN EVALUATION OF THE KINDERGARTEN TEACHER-ASSISTANT PROJECT--PROJECT II.

ANASTASIOW, NICHOLAS J.
Palo Alto Unified School District, Calif.

19JUL1966 16P.
Report No.: PROPOSAL-43-370-02-0104
EDRS Price - MF01/PC01 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6667

THE ADDITION OF A TEACHER-ASSISTANT (TA) PROVIDED A RICHER ENVIRONMENT AND CURRICULUM RESULTING IN A HIGH LANGUAGE PROFICIENCY GAIN FOR THE CULTURALLY DEPRIVED KINDERGARTENER. AFTER SIX ORIENTATION SESSIONS AND A WEEK OF OBERVATION, A TA WAS ASSIGNED AS A SECOND TEACHER TO ONE OF THREE MORNING AND THREE AFTERNOON KINDERGARTEN SESSIONS AT THE THREE ELEMENTARY SCHOOLS FOR 6 WEEKS. A LANGUAGE AND SPEECH EVALUATION TEST AND A DRAW-A-MAN TEST WERE ADMINISTERED TO EACH CHILD BEFORE AND AFTER THE PROJECT. DAILY LOGS WERE KEPT ON THE ACTIVITIES OF CHILDREN IN SMALL AND LARGE GROUPS. TWO KINDERGARTEN TEACHERS NOT INVOLVED IN THE PROJECT ANALYZED THE LOGS FOR ACTIVITIES THAT TOOK PLACE IN THE EXPERIMENTAL CLASSROOM, AND CONTRIBUTIONS OF THE ACTIVITIES TO CULTURALLY DEPRIVED ENRICHMENT PROGRAMS. THE ANALYSIS INDICATED THAT THE ADDITION OF A TA RESULTED IN (1) MORE SMALL GROUP ACTIVITIES, (2) MORE TIME FOR TEACHER OBSERVATION AND NOTE-TAKING DURING INSTRUCTIONAL PERIODS, (3) MORE INDIVIDUAL CONTACT WITH CHILDREN, (4) MORE CHILD-TO-CHILD INTERACTION IN SMALL GROUPS, (5) MORE EFFICIENT HANDLING OF CLASSROOM ROUTINES, (6) MORE ATTENTION TO THE CHILD'S LANGUAGE DEVELOPMENT, AND (7) INCREASED USE OF TESTING AND ACADEMIC-TYPE ACTIVITIES. PRE- AND POST-TEST RESULTS OF THE LANGUAGE AND SPEECH EVALUATION AND DRAW-A-MAN TEST SHOWED STUDENT PROGRESS IN LANGUAGE DEVELOPMENT, OBJECT NAMING, AND WHOLE-PART PERCEPTIONS. SINCE THE PROJECT LACKED A CONTROL GROUP, THE GAINS CANNOT BE ATTRIBUTED EXCLUSIVELY TO THE ADDITION OF A TA. HOWEVER THE COMBINATION OF VARIABLES (TEACHER GOALS, CURRICULUM, SCHOOL ENVIRONMENT) PRODUCED STATISTICALLY SIGNIFICANT RESULTS IN THE DIRECTION ANTICIPATED. (JB)

Descriptors: Cultural Enrichment; *Disadvantaged; Enrichment Activities; *Instructional Improvement; *Kindergarten; Language Acquisition; *Language Tests; *Teacher Aides
Identifiers: California (Palo Alto); PROJECT HEAD START

ED010120 08

PREP--A PROGRAM FOR RECOVERING AND EXTENDING ACADEMIC POTENTIAL FOR HIGH SCHOOL UNDERACHIEVERS SEEKING ENTRANCE AT A REGIONAL COMMUNITY COLLEGE.

SHEA, J. J.
Greenfield Community Coll., Mass.

JUN1966 51P.
Report No.: BR-5-0569
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6667

THIS PROJECT WAS TO DETERMINE--(1) THE EFFECTIVENESS OF A SUMMER REMEDIAL PROGRAM IN PREPARING UNDERACHIEVING HIGH SCHOOL GRADUATES FOR SUCCESSFUL COMPLETION OF THE FIRST SEMESTER OF A 2-YEAR TERMINAL JUNIOR COLLEGE PROGRAM, AND (2) IF VOCATIONAL-PERSONAL COUNSELING HAS A DIFFERENTIATING EFFECT IN THEIR ACHIEVEMENT OF THAT GOAL. FORTY SUBJECTS WERE SELECTED WHO FAILED TO MEET NORMAL COLLEGE ADMISSION CRITERIA. A 7-WEEK REMEDIAL TREATMENT PROGRAM WAS ADMINISTERED, AFTER WHICH ALL SUBJECTS WERE ENROLLED IN A JUNIOR COLLEGE. PRE- AND POST-REMEDIATION TEST INFORMATION WAS COLLECTED. TWENTY STUDENTS WERE SELECTED FOR COUNSELING. EFFECTS OF THE PROGRAM WERE EVALUATED IN TERMS OF ACADEMIC GROWTH. STATISTICAL ANALYSIS OF DATA INDICATED THAT THE REMEDIAL PROGRAM WAS A CAUSATIVE FACTOR IN UPGRADING STUDENT SCORES ON THE LORGE-THORNDIKE TEST OF INTELLIGENCE, THE DAVIS READING TEST, AND THE SCHOLASTIC APTITUDE TEST. PERFORMANCE WAS NOT AFFECTED BY VOCATIONAL COUNSELING. ONLY 40 PERCENT OF THE PARTICIPANTS HAD FAILED BY THE END OF THE FIRST SEMESTER, WHEREAS BASED UPON ADMISSION CRITERIA, NONE OF THESE SHOULD HAVE SUCCEEDED. (HC)

Descriptors: Achievement; *Counseling Services; Counselors; High School Graduates; Pretests Posttests; Remedial Instruction; *Remedial Programs; Summer Programs; *Testing; *Two Year Colleges; *Underachievement
Identifiers: DAVIS READING TEST; Lorge Thorndike Intelligence Tests; Massachusetts (Greenfield); SCHOLASTIC APTITUDE TEST

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ED003256 24
FACTORS ASSOCIATED WITH THE ACHIEVEMENT OF ADULT STUDENTS.
DUBOIS, PHILIP H.; WIENTGE, KING M.
Washington Univ., St. Louis, Mo.
1964 83P.
Report No.: CRP-1338
EDRS Price - MF01/PC04 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6667

AN ATTEMPT WAS MADE TO EVALUATE WHETHER (1) BIOGRAPHICAL DATA AND (2) MEASURES OF APTITUDES, ABILITIES, INTERESTS, AND MOTIVATIONAL CHARACTERISTICS ARE RELATED TO THE ACADEMIC SUCCESS OF ADULT STUDENTS. DETERMINATIONS WERE MADE, ALSO, ON WHETHER MEASURES OF SUCH DATA AND CHARACTERISTICS CAN BE USED TO PREDICT ACADEMIC SUCCESS IN THE SEVERAL AREAS OF INSTRUCTION NORMALLY FOUND IN AN EVENING ADULT EDUCATION PROGRAM. A 55-QUESTION, BIOGRAPHICAL INFORMATION BLANK WAS COMPLETED BY MORE THAN 8,000 ADULT STUDENTS DURING TWO REGISTRATION PERIODS OF THE UNIVERSITY COLLEGE EVENING PROGRAM AT WASHINGTON UNIVERSITY. IN ADDITION, APPROXIMATELY 400 STUDENTS (1) RECEIVED A 6-HOUR BATTERY OF VOCATIONAL-EDUCATIONAL APPRAISAL TEST, (2) REVIEWED, INDIVIDUALLY, THEIR TEST SCORES WITH A PROFESSIONAL COUNSELOR, AND (3) COMPLETED TESTS TO MEASURE ACADEMIC ACHIEVEMENT IN AT LEAST ONE CLASS AT THE BEGINNING OF THE SEMESTER AND AGAIN AT THE END. RESULTS INDICATED THAT THE USE OF BIOGRAPHICAL INFORMATION, PLUS THE STANDARD BATTERY OF TESTS, FORMED A GOOD BASE FOR ACHIEVEMENT PREDICTION. COUNSELOR JUDGMENTS IN THIS PROJECT APPEARED TO HAVE DOUBTFUL PREDICTIVE VALIDITY. (JM)

Descriptors: *Academic Achievement; Adult Education; *Adult Students; *Counseling; *Educational Testing; Prediction; *Predictive Measurement; Questionnaires; Testing

Identifiers: BENNETT MECHANICAL COMPREHENSION TEST; Cooperative Reading Comprehension Tests; EMPLOYMENT APTITUDE SURVEY; MISSOURI; Missouri (Saint Louis); STRONG VOCATIONAL INTEREST BLANK; WESMAN PERSONNEL CLASSIFICATION TEST

ED002998 24
CHANGES IN SCHOOLS WHICH DO AND DO NOT SEND STAFF MEMBERS TO TRAINING INSTITUTES IN COUNSELING.
RUNKEL, PHILIP J. ; AND OTHERS
Illinois Univ., Urbana. Bureau of Educational Research.
1961 137P.
Report No.: CRP-939
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6667

DATA DERIVED FROM THREE STUDIES WERE USED IN ANALYSES OF (1) SELECTED SECONDARY SCHOOL TEST PRACTICES AND ATTITUDES AND (2) THE RELATIVE EFFECTIVENESS OF TRAINING RECEIVED IN SUMMER GUIDANCE INSTITUTES FOR TEACHERS AND COUNSELORS. TWO OF THE THREE STUDIES WERE PREVIOUS COOPERATIVE RESEARCH PROJECTS--CRP 509, "THE USE OF TEST RESULTS," AND CRP 702, "EFFECTS ON THE USE OF TESTS BY TEACHERS TRAINED IN A SUMMER INSTITUTE." THE THIRD STUDY (THE PRESENT ONE) DEALS WITH 50 ILLINOIS SCHOOLS WHICH DID NOT SEND PERSONNEL TO THE ILLINOIS SUMMER INSTITUTE OF 1959. HIGH SCHOOL ADMINISTRATORS, GUIDANCE COUNSELORS, AND TEACHERS IN THIS HYPOTHETICAL GROUP BECAME A CONTROL IN WHICH TESTING ATTITUDES AND PRACTICES WERE COMPARED TO THE TWO PREVIOUS STUDIES. IMPLICATIONS WERE THAT ATTEMPTS TO INFLUENCE TESTING AND COUNSELING ATTITUDES AND PRACTICES IN SECONDARY SCHOOLS COULD BE POSITIVELY AFFECTED BY (1) INTENSIVE FACULTY FAMILIARIZATION PROGRAMS AND (2) MORE EFFECTIVE PREPARATION AND INDOCTRINATION OF FACULTY MEMBERS WHO ATTEMPT TO INSTITUTE EDUCATIONAL CHANGE. (JH)

Descriptors: *Counseling Services; Counselor Training; High Schools; *School Personnel; *Teacher Attitudes; *Teacher Education; *Testing Programs; Test Results

Identifiers: ILLINOIS; Illinois (Urbana)

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EDO02925 24
EFFECTS ON USE OF TESTS BY TEACHERS TRAINED IN A SUMMER INSTITUTE.
HASTINGS, J.T. ; AND OTHERS
Illinois Univ., Urbana. Bureau of Educational Research.
1961 562P.
Report No.: CRP-702
EDRS Price - MF06/PC23 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6667

THE IMPACT OF INTENSIVE TRAINING IN A SUMMER GUIDANCE INSTITUTE UPON VARIOUS COUNSELING ATTITUDES AND PRACTICES WITHIN THE JUNIOR AND SENIOR HIGH SCHOOL EDUCATIONAL STRUCTURE OF THE STATE OF ILLINOIS WAS INVESTIGATED. THE SUMMER PROGRAM WAS HELD FOR ABOUT 30 TEACHERS FROM DIFFERENT SCHOOLS THROUGHOUT THE STATE. THESE SCHOOLS DIFFERED WIDELY IN GEOGRAPHICAL LOCATION AND PHYSICAL SIZE. PRINCIPAL EFFORTS OF THE RESEARCH PROGRAM OCCURRED AFTER THE INSTITUTE WAS COMPLETED AND THE TEACHER TRAINEES RETURNED TO FULL- OR PART-TIME COUNSELING POSITIONS WITH THEIR RESPECTIVE SCHOOLS. A RESEARCH TEAM WAS FORMED TO FOLLOWUP THE ACTIVITIES OF EACH TRAINEE FOR A PERIOD OF 1 YEAR, AND ALSO OF OTHER COUNSELORS, ADMINISTRATORS, AND TEACHERS IN EACH SCHOOL. RESULTS OF THIS COMPREHENSIVE FOLLOWUP PROJECT FURNISHED INFORMATION ON THE ROLE PRESCRIPTION WITHIN WHICH SCHOOL COUNSELORS WORK, SHOWED SOME PATTERNS OF COMMUNICATION WITHIN SCHOOLS IN THE GUIDANCE AND COUNSELING AREA, AND POINTED OUT THE RELATIONSHIPS BETWEEN KNOWLEDGE ABOUT TESTING AND COMMUNICATION AMONG SCHOOL FACULTY MEMBERS CONCERNING THE USE OF TESTS AND TEST RESULTS IN THE SECONDARY SCHOOL GUIDANCE PROGRAM. UPON THE TRAINEES THEMSELVES, THE INSTITUTE PRODUCED SOME LONG-LASTING EFFECTS WITH RESPECT TO KNOWLEDGE ABOUT TESTING AND CONCEPTIONS OF THE COUNSELING ROLE. UPON THE SCHOOLS TO WHICH THE TRAINEES RETURNED, THERE WERE SIGNIFICANT, THOUGH NOT GREAT, GAINS IN THE SHARPNESS OF OPINION ABOUT THE COUNSELING ROLE AND CLEAR INCREASES IN THE QUANTITY OF DISCUSSION ABOUT GUIDANCE AND TESTING. (JH)

Descriptors: Communication (Thought Transfer); Counseling Services; Educational Environment; Educational Policy; *Inservice Teacher Education; Institutes (Training Programs); Role Playing; *School Counseling; *Secondary Education; *Summer Programs; Teacher Attitudes; *Teacher Evaluation; *Testing; Test Results; Test Selection
Identifiers: ILLINOIS; Illinois (Urbana)

EDO02762 24
COMPARATIVE STUDIES OF SOME LEARNING CHARACTERISTICS IN MENTALLY RETARDED AND NORMAL CHILDREN OF THE SAME MENTAL AGE.
JOHNSON, ORVILLE G.
Syracuse Univ., N.Y.
1958 172P.
Report No.: CRP-091
Contract No.: OEC-SAE-6416
EDRS Price - MF01/PC07 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6667

INFORMATION WAS OBTAINED CONCERNING BASIC LEARNING CHARACTERISTICS OF RETARDED CHILDREN USING, INSOFAR AS POSSIBLE, MATERIALS WITH WHICH THEY HAVE HAD LITTLE OR NO PREVIOUS FAMILIARITY. THIRTY MENTALLY RETARDED AND AN EQUAL NUMBER OF NORMAL CHILDREN RANGING FROM 8 TO 9 YEARS IN MENTAL AGE WERE THE SUBJECTS OF THE STUDY. STANDARDIZED LISTS OF NONSENSE SYLLABLES, TESTS INVOLVING CANCELLATION OF SELECTED NUMBERS IN A SERIES OF SIX-PLACE NUMBERS, ASSEMBLY TASKS, AND OBJECT, PICTURE, AND WORD PROBLEMS OF REASONING, WERE GIVEN TO EACH SUBJECT. THE DATA WERE ANALYZED THROUGH STANDARD STATISTICAL ANALYSES OF DIFFERENCES BETWEEN GROUPS, AND INDIVIDUAL DATA SHEETS WERE ANALYZED AND CHARTED TO NOTE INDIVIDUAL SIMILARITIES AND DIFFERENCES. IT WAS CONCLUDED THAT THE LEARNING RATE OF MENTALLY HANDICAPPED CHILDREN IS AT LEAST EQUAL TO THAT OF NORMAL CHILDREN OF THE SAME MENTAL AGE OR DEVELOPMENTAL LEVEL. THUS A GROUP OF MENTALLY HANDICAPPED CHILDREN WILL BE ABLE TO LEARN SPECIFIC SKILLS AT THAT DEVELOPMENTAL LEVEL AT LEAST EQUALLY WELL AND WITH EQUAL RAPIDITY. HOWEVER, IT WILL TAKE THE MENTALLY HANDICAPPED GROUP APPROXIMATELY 1-1/2 YEARS TO DEVELOP INTELLECTUALLY THE SAME AMOUNT NORMAL CHILDREN WILL DEVELOP IN 1 YEAR. THE PRESENT SERIES OF STUDIES WAS LARGELY THEORETICAL IN NATURE AND SHOULD BE FOLLOWED UP WITH A PARALLEL SERIES CONCERNED WITH TASKS INVOLVING ACADEMIC LEARNING. (GC)

Descriptors: Children; *Comparative Analysis; *Comparative Testing; *Elementary Education; *Handicapped Children; *Learning; *Mental Retardation
Identifiers: NEW YORK; New York (Syracuse)

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ED002342

EFFECT OF TEST ITEMS ARRANGEMENT ON THE PHYSIOLOGICAL AND PSYCHOLOGICAL BEHAVIOR IN PRIMARY SCHOOL CHILDREN.

FRENCH, JOSEPH L. ; GREER, DONALD R.
Missouri Univ., Columbia.
1964 111P.
EDRS Price - MF01/PC05 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6667

ANXIETY IN THE TESTING SITUATION ARISES OUT OF THE EVALUATIVE NATURE OF THE TESTING PROCEDURE. ANXIETY IS A FACTOR IN PERFORMANCE. THE STUDY INVOLVED 152 FIRST GRADES WITH IQ'S BETWEEN 100 AND 125. ALL SUBJECTS WERE GIVEN THE TEST ANXIETY SCALE FOR CHILDREN AND THE GENERAL ANXIETY SCALE FOR CHILDREN, AFTER WHICH THEY WERE DIVIDED INTO FOUR GROUPS. THE PICTORIAL TEST OF INTELLIGENCE (P.T.I.) WAS ADMINISTERED TO EACH GROUP, INCLUDING A PICTURE VOCABULARY, FORM DISCRIMINATION, INFORMATION AND COMPREHENSION, SIMILARITIES, SIZES AND NUMBERS, AND IMMEDIATE RECALL. THE APPARATUS USED TO RECORD PHYSIOLOGICAL BEHAVIOR IN TERMS OF SKIN RESISTANCE WAS A LAFAYETTE MULTIPURPOSE POLYGRAPHY RECORDER. ALL TESTS WERE GIVEN TO ALL SUBJECTS BY THE SAME EXAMINER AND WERE GIVEN IN TESTING ROOMS IN THE SCHOOLS WHERE THE SUBJECTS WERE ENROLLED. FINDINGS SHOW THAT TEST ITEMS ARRANGEMENT WILL NOT BE A CRITICAL FACTOR IN THE BEHAVIOR OF SIMILAR GROUPS OF FIRST-GRADE CHILDREN RESPONDING TO SIMILAR TASKS, BUT MAY BE A FACTOR FOR SOME INDIVIDUALS WITHIN THE GROUPS.

Descriptors: *Behavior; *Children; *Elementary Education; *Physiology; *Testing
Identifiers: COLUMBIA

ED002185 24

STUDIES OF THE AMERICAN HIGH SCHOOL. PROJECT TALENT MONOGRAPH SERIES, MONOGRAPH NUMBER 2.

FLANAGAN, JOHN C. ; AND OTHERS
Pittsburgh Univ., Pa.
DEC1962 375P.
Report No.: CRP-226-MONOGR-2
EDRS Price - MF03/PC15 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6667

A COMPREHENSIVE SURVEY OF VARIOUS FACETS OF THE AMERICAN HIGH SCHOOL IS PRESENTED. MAIN AREAS ARE--(1) AN OVERALL PICTURE OF THE AMERICAN HIGH SCHOOL WHICH INCLUDES INFORMATION ON SUCH CARACTERISTICS AS SCHOOL PRACTICES, POLICY, SCHOOL PLANT, PRINCIPAL AND TEACHING STAFF, AND COMMUNITY CHARACTERISTICS. AS SCHOOL PRACTICES, POLICY, SCHOOL PLANT, PRINCIPAL AND TEACHING STAFF, AND COMMUNITY CHARACTERISTICS. (2) A GUIDANCE COUNSELING SERVICE PICTURE WHICH INCLUDES--RESULTS FROM A GUIDANCE QUESTIONNAIRE, AND AN EVALUATION OF COUNSELING AND GUIDANCE POLICIES AND PRACTICES, FACILITIES AVAILABLE, AND PROFESSIONAL PREPARATION OF THE STAFF. (3) A SYSTEM FOR CLASSIFYING PUBLIC HIGH SCHOOLS INTO GROUPS OF COMPARABLE SCHOOLS, WHICH INCLUDES COMPARISONS SHOWING THE MAJOR DIFFERENCES AMONG THE GROUPS. (4) THE USE OF TESTS WHICH INCLUDES RESULTS OF A SURVEY OF THE TYPES OF TESTS USED IN DIFFERENT TYPES OF SENIOR HIGH SCHOOLS AND THE PURPOSES FOR WHICH USED. (5) THE RELATIONSHIP OF SCHOOL AND COMMUNITY CHARACTERISTICS OF APTITUDE AND ACHIEVEMENT TESTS. AND (5) THE RELATION OF SCHOOL PRACTICES AND CHARACTERISTICS TO EDUCATIONAL OUTCOMES.

Descriptors: *Ancillary School Services; Comparative Analysis; Curriculum; *Educational Objectives; *High Schools; School Administration; School Community Relationship; School Counseling; *School Policy; *Secondary Education; Surveys; Teacher Qualifications; Testing Programs; Work Study Programs
Identifiers: Pennsylvania (Pittsburgh); PROJECT TALENT

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ED001558

PREVENTION AND CORRECTION OF UNDERACHIEVEMENT.

California State Coll., Hayward.
JUN'963 27P.
Report No.: BRB-1
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Journal Announcement: DH6667

THE FINDINGS OF RECENT RESEARCH STUDIES AND CURRENT SCHOOL PRACTICES WERE FORMULATED IN TERMS OF GUIDELINES WHICH SCHOOLS COULD USE AS CRITERIA IN STRENGTHENING THEIR PROVISIONS FOR HELPING STUDENTS MAKE THE MOST OF THEIR LEARNING POTENTIAL. UNDERACHIEVEMENT IS AN INCREASINGLY SERIOUS EDUCATIONAL PROBLEM. IT RESULTS IN FAILURE TO COMPLETE HIGH SCHOOL, TO QUALIFY FOR OR TO FIND EMPLOYMENT. THE SCHOOL COULD PLAY A KEY ROLE IN HELPING STUDENTS TO ATTAIN THEIR FULL ACHIEVEMENT POTENTIAL. UNDERACHIEVERS COULD BE IDENTIFIED IN THE EARLY GRADES. A PROGRAM OF STANDARDIZED TESTING AND A SYSTEM OF RECORDS SHOULD BE MAINTAINED. SYMPTOMS OF EMOTIONAL PROBLEMS AND INFORMATION ON THE PUPILS' CULTURAL BACKGROUND COULD ALSO SERVE AS CLUES TO UNDERSTANDING UNDERACHIEVERS. MANY PRACTICES WERE SUGGESTED FOR THE PREVENTION AND CORRECTION OF UNDERACHIEVEMENT. PROGRAM EXTENSIONS DURING SUMMER MONTHS OR AFTER SCHOOL WOULD BE USEFUL. SPECIAL HELP SHOULD BE GIVEN FOR CULTURALLY HANDICAPPED CHILDREN AND CORRECTIVE INSTRUCTION PROVIDED FOR OTHER SPECIALIZED PROBLEMS. COUNSELING AND GUIDANCE SERVICES WOULD BE VERY USEFUL IN IDENTIFICATION AND CORRECTION OF UNDERACHIEVEMENT BEGINNING IN THE EARLY GRADES. COOPERATION WITH ALL COMMUNITY ORGANIZATIONS CONCERNED WITH THE EDUCATION OF ADJUSTMENT OF YOUTH WOULD BE VALUABLE. THE HELP OF PARENTS SHOULD ALSO BE SOUGHT. ADMINISTRATIVE LEADERSHIP INCLUDING RELATED INSERVICE EDUCATION TO DEVELOP AN ALL-SCHOOL CONCERN AND UNDERSTANDING OF THE PROBLEM OF UNDERACHIEVEMENT WOULD BE ESSENTIAL TO THE SUCCESS OF A PREVENTATIVE AND CORRECTIVE PROGRAM.

Descriptors: Aspiration; Dropout Prevention; *Guidance Programs; *Guides; *Identification; *Learning Motivation; Motivation; Testing Programs; *Underachievement

Identifiers: Bay Area Educational Research Service CA; HAYWARD

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